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EDUCATION WEEK

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Revisionists Take Aim at Gloomy View of Schools

Much More Progress Needed, Critics Assert

By Robert Rothman

Charging that school reformers' rhetoric has overstated the magnitude of the problems in American education, a number of analysts have launched a counterattack.

Citing a range of data—including graduation rates, college aspirations, and test scores—the revisionists contend that those who have asserted that schools are in desperate shape are wrong. In fact, they maintain, student performance is clearly on the upswing.

"The evidence overwhelmingly shows," states Gerald W. Bracey, the former director of research for the Cherry Creek, Colo., school district, in the October 1991 edition of the *Phi Delta Kappan*, "that *American schools have never achieved more than they currently achieve.* And some indicators show them performing better than ever."

Such pronouncements are stirring up strong responses, however, from many who argue that the revisionists' assessments miss the point and that policymakers and educators must continue to push hard to improve schools and student performance.

In addition to Mr. Bracey's article, the new optimistic view of student performance has surfaced in a number of places. They include:

• An essay in *Education Week* by the demographer Harold Hodgkinson, who asserts that rising scores on the Scholastic

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Photos by Photopress

There is a growing debate over what the workforce of the future will look like and what skills will be needed. And the debate may be forcing some to re-evaluate just how important education is to the nation's future economic growth.

Some Economists Challenging View That Schools Hurt Competitiveness

By Jonathan Weisman

Contrary to popular thinking, skills shortages among high-school graduates are not primarily to blame for the dwindling competitiveness of the American workforce, a growing number of scholars are arguing.

Indeed, the United States will not need huge numbers of highly skilled workers in the future unless substantial changes are made in government policies and corporate practices that have almost nothing to do with schools, these scholars assert.

This revisionist theory of the relationship between schools and economic productivity flies directly in the face of a national school-reform movement that has been based largely on the need to make the United States more competitive abroad.

Ever since *A Nation at Risk* proclaimed that a "rising tide of mediocrity . . . threatens our very future as a nation and as a people," it has been virtually taken as a given that improvements in the education system were needed to keep America's "slim competitive edge . . . in world markets."

Now, a new "think tank" war about

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Justices Weigh Allowing Prayers At Graduation

Lawyers Urge New Test For Church-State Cases

By Mark Walsh

WASHINGTON—The inclusion of prayer at a public-school graduation exercise is consistent with the nation's long tradition of invoking God's name during ceremonial events and should be upheld as constitutional, lawyers representing the Bush Adminstration and a Rhode Island school district told the U.S. Supreme Court last week.

In upholding that practice, the lawyers argued, the High Court should abandon a 20-year-old precedent and replace it with a new test for evaluating whether a state action violates the U.S. Constitution's ban on a government establishment of religion.

"We believe ourselves, as a people, to be one nation under God," Solicitor General Kenneth W. Starr said on behalf of the Adminstration during oral arguments Nov. 6 in *Lee* v. *Weisman* (Case No. 90-1014).

But the Justices, several of whom have expressed a desire to discard or alter the Court's existing precedent for evaluating cases involving the Establishment Clause of the First Amendment, appeared hesitant last week about the idea of allowing prayer at graduation ceremonies.

A lawyer representing a family in the Providence, R.I., district that objected to an invocation and benediction at a middle-school promotion ceremony urged the Court to retain its precedent governing church-state issues and to affirm rulings by two lower federal courts that such prayers violate the Constitution.

"The effect of including a prayer" during public-school graduation ceremonies, argued Sandra A. Blanding, a Warwick, R.I.,

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Also in the news

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Despite some doubters, a U.S. organization says it plans to send an American teacher to the Soviet space station Mir.

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The Kellogg Foundation awards $6.08 million to a Michigan effort to underwrite professional-development schools.

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Missouri voters reject a proposal to provide an additional $385 million for public schools and colleges.

Recession Forces States To Turn Budget Ax On Programs To Support Children, Families

By Deborah L. Cohen

From psychiatric aid to a program that helps poor families buy school clothes, services that support children outside the classroom are being chipped away by the budget ax as states grapple with the impact of the recession, advocates say.

The cuts have come despite increasing levels of attention and rhetoric about children's issues from policymakers in recent months, and, experts contend, ample evidence that such programs can bolster students' performance in school.

Interviews with research and advocacy groups on children's issues in more than half the states revealed that services such as health care, foster care, welfare grants, and energy assistance were dealt harsh blows in the last budget cycle.

Analysts warn that the cutbacks could create new problems for the schools, which are already struggling with flat or reduced state education aid.

"The cuts are very unfortunate because they directly affect the living and environmental conditions of children who we expect to learn in our schools," said Cynthia G. Brown, director of the resource center on educational equity of the Council of Chief State School Officers. "It makes the jobs of the schools more difficult if we don't have these kinds of supporting services that help kids live in healthy and supportive family environments."

Observers also note, however, that the children's-services reductions reflect the "painful" choices confronting states in tight fiscal times. The cuts were not made indiscriminately, they argue, but were the product of competing pressures to balance state budgets, fund federal mandates, maintain core services for rising numbers of vulnerable children and families—and placate public resistance to new taxes.

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Photopress

From left, Daniel Weisman and his two daughters, Deborah and Merith, after the U.S. Supreme Court heard arguments on whether prayer should be allowed at graduation ceremonies.

IN SUMMARY

Protecting Child Services
San Francisco voters have approved a city-charter amendment designed to protect children's programs from budget cuts and to generate additional money for such services. **Page 5.**

Satisfaction Guaranteed
Graduates of the Los Angeles Unified School District will leave high school equipped a "skills warranty" as well as a diploma, beginning in 1994, district officials have announced. **Page 5.**

Burning the Midnight Oil
New York City's Manhattan Comprehensive Night High School is believed to be the only academically accredited diploma-granting night high school in the nation. **Page 6.**

Getting a Head Start
More members of minority groups, particularly Hispanics, are taking Advanced Placement examinations than at any other time in the program's history, the College Board says in a new report. **Page 9.**

"Acting Up"
To draw attention to what they see as inadequate AIDS-education programs, members of a controversial coalition of AIDS activists are distributing condoms outside high schools. **Page 10.**

Apostle of Choice
President Bush met last week with 19 Roman Catholic education leaders, urging them to encourage support for his education-reform package, including private-school choice. **Page 20.**

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ACROSS THE NATION

NATIONAL

Experiential-Education Group Receives DeWitt-Wallace Grant

The DeWitt Wallace-Reader's Digest Fund has given a $1.66-million grant to the National Society for Internships and Experiential Education to further develop local service-learning programs for high-school students.

The organization, a coalition of groups committed to "learning through experience," will use the funds over five years to provide direct technical assistance to at least 500 high schools, most of them in urban areas; offer leadership training to at least 355 teachers and educators involved in service programs; and identify and disseminate the best service-learning models.

The 45 teachers and principals who are named DeWitt Wallace-Reader's Digest fellows will also receive training and mini-grants under the program.

In service-learning programs, students complete needed tasks in their communities, and afterward write and talk about their activities.

■ **A total of 2,361,000 babies were born in the first seven months of this year, a decrease of 2 percent from the number reported for the first seven months of 1990,** according to data compiled by the National Center for Health Statistics.

During the same period, the birth rate declined from 16.6 live births per 1,000 population to 16.1 births, a drop of 3 percent. The fertility rate for the period—68.9 live births per 1,000 women ages 15 to 44—was also 3 percent lower than that of the comparable period in 1990, when the figure was 70.8 births.

The figures marked a slowdown in the number of births nationwide, which generally have increased steadily over the past five years.

Some demographers and economists have attributed the decrease to concerns about the lingering economic recession. ■

DISTRICTS

Judge Orders Hiring of More Nurses For District of Columbia Schools

A superior-court judge in the District of Columbia has held the city in contempt and given officials until February 1992 to provide at least 20 hours of nursing services per week in every public school.

Judge Ronald P. Wertheim last week ordered city officials to hire 29 more school nurses by the beginning of next semester. He set a three-week deadline for them to file a plan about how they intend to comply with that order.

The contempt citation stems from a 1989 lawsuit filed by the advocacy group Parents United for the D.C. Schools. The suit alleged that the city was not complying with the terms of a 1987 city law requiring nursing services in all public schools. A 1990 court order gave the city until the start of this school year to hire enough nurses.

STATES

New York State Moves To Recognize Sign Language as Second Language

Starting in 1993, students in New York State may be able to earn second-language credit by studying American Sign Language.

The state board of regents is expected to approve a change in regulations at its December meeting that would include American Sign Language in the same category as such foreign languages as Spanish and French.

Under the proposal, school districts would be allowed to offer American Sign Language for credit starting in 1993, although some sign-language classes may be available next school year as part of a pilot project, according to Jackie Bumbalo, a special-education staff member in the New York Department of Education.

A similar proposal was turned down in 1984, but Ms. Bumbalo said efforts by the state's deaf community helped convince educators that American Sign Language is, in fact, a distinct language, not merely a manual representation of English.

Ten states have passed legislation recognizing American Sign Language as a language.

■ **A national service organization launched a statewide volunteer initiative in Delaware last week, hoping to enlist every school in the state in a youth-service system.**

The American Institute for Public Service, in conjunction with business, education, and social-service groups in the state, will recruit students from kindergarten to college in an effort that organizers say they hope will serve as a national model.

The organization hopes to establish a youth-service coordinator in each school, who will work with area social-services agencies to provide volunteer opportunities to every child who wishes to participate.

Unlike service proposals being considered in Maryland and New Jersey, school and student participation in the Delaware plan is voluntary, with no monetary incentives for participation, according to Drew Hastings, the program's director. Participants will be awarded certificates graded according to the number of hours of service performed.

Mr. Hastings said that 10 schools and 1 social-service agency had agreed to participate as of last week, before the project was officially launched. Rhode Island has expressed interest in adopting the model, he added. ■

The Ultimate Time Capsule

A canister no bigger than a school lunch box is bound for the future. It will journey into outer space preserving the thoughts, hopes, and dreams of students across the nation as depicted in their essays, drawings, poetry, and musical scores.

The capsule—dubbed SpaceArc (short for "space archives")—is a project of the Rochester (N.Y.) Museum & Science Center and of the Christopher Columbus Quincentenary Jubilee Commission.

Organizers say the capsule may carry as many as 5 million messages into Earth orbit.

Students in grades K-12 are being encouraged to record their works along with a photograph of themselves on "SpaceArchival forms," which the Educational Testing Service will then electronically scan and digitally store on optical disks to be carried in the capsule.

Loel Barr

A private aerospace firm is scheduled to launch the project in 1992 or mid-1993.

The project's organizers are also inviting classes to design the capsule's exterior. The design, in a circle 12 inches in diameter, may include words and images in crayon, felt-tip marker, collage, computer graphics, or any other medium. Each entry must include a one-page explanation of the design's symbolism and message and must be submitted along with the class's completed archival forms by March 15.

To date, more than 30,000 students at all grade levels have taken part in the program, said Cheryl Loch of the museum. "One teacher used the form in conjunction with a children's theater to see what the children's reactions were about the first Moon landing," she said.

Ms. Loch noted that Voice of America has announced the contest in its broadcasts to a number of countries, including Nigeria, the Philippines, and the Soviet Ukraine, the last of which has some school-children participating in the project.

A second SpaceArc capsule is scheduled to ride on board the World Space Foundation's solar sail as it travels to the Moon and Mars before attaining a solar orbit.

Additional information about SpaceArc is available from the Rochester Museum & Science Center, 657 East Ave., Box 1480, Rochester, N.Y. 14603-1480; telephone (716) 271-4320. —V.L.J.

WASHINGTON

Congress Clears Education Spending Bill for 1992

By Mark Pitsch

WASHINGTON—The Congress last week approved a $205-billion social-service spending bill for the fiscal year that began Oct. 1, but only in the Senate did the bill garner enough votes to override a threatened Presidential veto.

The measure, which includes $31.5 billion for Education Department programs, passed the House on a 272-to-156 vote, well short of the two-thirds majority needed to override a veto. In addition to 220 Democrats and one independent, 51 Republicans voted for the bill; 42 Democrats joined 114 Republicans in voting against.

In the Senate, the bill, HR 2707, passed by a 72-to-25 vote, winning five votes more than needed to override a veto.

President Bush has said he would veto the bill because it includes language that would bar the use of federal funds to enforce the so-called "gag rule," which forbids federally funded family-planning clinics to advise women of the option of abortion when they become pregnant.

In an effort to placate wavering lawmakers, Mr. Bush sent a memorandum outlining his position on the issue to Secretary of Health and Human Services Louis W. Sullivan a day before the House vote.

In the memo, the President stated that a woman being counseled at a federally funded clinic can be referred to a physician or clinic that performs abortions only if the woman "is found to be pregnant and to have a medical problem."

Override Seen Unlikely

The spending bill would only prevent implementation of the "gag rule" for one year. A separate bill that would overturn the rule permanently has already passed the Senate; some House members have vowed to bring a similar measure to the floor of that chamber.

An aide to Representative William H. Natcher, the Kentucky Democrat who chairs the House Appropriations Subcommittee on Labor, Health and Human Services, and Education, said that if the President vetoed the spending bill, its supporters would take a private head count to see if they had enough votes to override. If not, the aide said, the abortion-counseling provision would likely be dropped.

Last week's vote, the aide conceded, "didn't look particularly encouraging."

In addition to concern over the abortion-counseling provision, some opponents in the House and the Senate said they could not support the bill because it would delay spending of $4.2 billion until the last day of the 1992 fiscal year, effectively pushing the spending into the next fiscal year.

> Only Senate backs measure with enough votes to override veto.

It is unclear how many members voted against the bill solely because they opposed the delayed funding, which could severely restrict the amount of money available for discretionary programs in fiscal 1993 if the budget agreement negotiated by the Congress and the White House last year is not revised.

The decision to delay the funding helped lawmakers trim the bill to fit the $59.3-billion allocation given to social-service programs by appropriators.

In their first sweep over the bill, House and Senate conferees exceeded the allocation by $814 million. After three weeks of negotiations, they settled on a combination of cuts in their tentative allocations and delayed spending that left discretionary education programs with about $1.7 billion more than they received in the fiscal year that ended Sept. 30.

The overall education figure of $31.5 billion is $4.4 billion more than in fiscal 1991, but much of the increase is attributable to changes in the accounting of the Guaranteed Student Loan program. *(See Education Week, Nov. 6, 1991.)*

Funding Levels Not the Issue

In debate over the bill in both the House and the Senate, virtually nothing was said about its education-funding levels. Instead, debate focused on the abortion-counseling issue and the delayed funding obligations.

In urging his colleagues to support the bill and reject President Bush's position, Representative John Porter, Republican of Illinois, said suspending the "gag rule" for one year would allow the Department of Health and Human Services time to draft better regulations governing the use of Title X family-planning funds.

President Bush's memorandum, Mr. Porter said, "does nothing. It's extralegal and has no effect."

Representative Steve Gunderson, Republican of Wisconsin, said that although he considers himself an opponent of abortion, he would vote for the bill because it contains funding for a number of vital programs.

"If my vote today is a choice between my district's needs and my political future, I cast my vote for my district's needs," he said.

And Representative Barbara Boxer, Democrat of California, said the gag rule, which was upheld by the U.S. Supreme Court earlier this year, represents an ominous precedent.

"If the government can tell a physician what to say, then the government can tell a teacher what to say," she argued.

But others who voted against the bill said there were other avenues through which the House could attempt to overturn the rule.

Representative Barbara F. Vucanovich, Republican of Nevada, said inclusion of the provision in a popular spending bill was an attempt to squeeze votes out of anti-abortion legislators and "has caused these vital programs to be entangled in a heated and unnecessary debate."

Delayed Spending Criticized

Although the counseling issue provoked the veto threat, the inclusion of delayed obligations will have a longer-term effect on the educa-

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Budget in Brief

Education Department programs	
Chapter 1	$6.7 billion
Special Education	$2.8 billion
Vocational and Adult Education	$1.4 billion
Impact Aid	$771 million
Chapter 2	$474 million
Research and Statistics	$263 million
Bilingual Education	$225 million
E.D. TOTAL	**$31.5 billion**
Related programs	
Head Start	$2.2 billion
Child Care Block Grant	$825 million

House Democrats Unveil Compromise Family-Leave Bill

By Julie A. Miller

WASHINGTON—Hoping to put together the two-thirds majority needed to override an expected veto, the House Democratic leadership last week signed on to a compromise family-leave bill that is somewhat more restrictive than the one approved by the Senate last month.

Even so, proponents were still not sure late last week whether their new proposal would draw enough support to overcome President Bush's opposition.

The Congress failed last year to override Mr. Bush's veto of legislation that would have forced employers with more than 50 workers to give employees up to 12 weeks of unpaid leave to care for a newborn or newly adopted child or sick family member, or in the case of a worker's own illness.

The legislation passed this year by the Senate already contained a number of significant modifications from last year's bill, including provisions that would allow employers to exempt the highest-paid 10 percent of their workforce, tighten eligibility for part-time workers, and ease financial sanctions for violations.

The key provisions were approved by a 65-to-32 vote. With the support of three absent senators who favor the bill, proponents would have enough votes to override a veto. *(See Education Week, Oct. 9, 1991.)*

But business groups remain opposed to mandatory leave, and proponents conceded last week that the Senate version of the bill would have to be further modified to win a two-thirds majority in the House.

Two House members last week told reporters that leading House Democrats would support their proposal for further changes that would phase-in the leave mandates and further restrict medical leave.

Further Restrictions

Backers of the compromise said substantial changes were needed to give House members political justification for shifting from their well-established opposition to the bill.

"The House isn't the Senate," said Representative Timothy J. Penny, Democrat of Minnesota. "The House really has a history on this issue. Members have staked out positions."

Mr. Penny noted that he was among those members who "felt earlier bills didn't adequately respond to legitimate concerns of the business community."

The proposal drafted by Mr. Penny and Representative John J. La-

> Two-thirds vote sought to turn back expected veto.

Falce, the New York Democrat who is chairman of the House Small Business Committee, would cover immediately only those employers with 100 or more workers. Coverage would be extended to firms with 50 or more employees in two years.

Provisions mandating 12 weeks of leave for birth or adoption would not become effective until 6 months after enactment, under the compromise. In addition, the time required for medical leave would be cut to 6 weeks, and would be effective 18 months after enactment.

The proposal would also tighten the definition of a "serious health condition" qualifying for mandated leave and provide that only a doctor could approve medical leave.

Mr. Penny and Mr. LaFalce acknowledged that their restrictions may go too far for some liberal representatives, but not far enough for some conservatives.

"When neither side is entirely happy with the compromise, you have probably struck the right balance," Mr. Penny said.

But House aides said last week that the leadership might withdraw support for the proposal if it fails to win enough additional votes. In that case, sponsors would offer a bill identical to the one approved by the Senate. A vote is expected this week.

Education groups have backed family-leave legislation since language was added last year giving schools more leeway to ensure that their schedules would not be disrupted.

FEDERAL FILE

Panel packing? ■ Deja vu ■ Veto bait?

Education Secretary Lamar Alexander has named five new members to an advisory panel on college accreditation just weeks before it is to make a recommendation on the use of diversity standards.

The five members, who replace panelists whose terms expired in September, have been characterized as conservatives who would be unlikely to support the diversity standard used by the Middle States Association of Colleges and Schools.

Mr. Alexander has criticized the idea of requiring diversity in faculty makeup and student enrollment as an accreditation standard and held up recognition of Middle States pending the panel's review.

One new member, Francis S. Guess, a Nashville business executive, served in Mr. Alexander's cabinet when he was Governor of Tennessee; another new member, James H. Daughdrill, president of Rhodes College in Memphis, is an acquaintance of the Secretary.

At a meeting with reporters last week, Mr. Alexander said he knew the views of only one of the appointees on the diversity-standards issue, and that he had never even met two of them.

"If I were going to stack the panel," he said, "I would have done a better job than that."

■

Senator Bob Kerrey of Nebraska, a Democratic candidate for President, last week sketched a proposal to reorganize the federal government that includes abolishing the Education Department, an idea that has not been raised since President Reagan's unsuccessful attempt.

In a speech at the National Press Club, Mr. Kerrey proposed reducing the number of Cabinet agencies to seven, as well as cutting 75 percent of all Congressional committees and 30 percent of Congressional staff.

A similar proposal to consolidate executive agencies, which would also retract education's Cabinet status, has been made by Representative Leon Panetta, the California Democrat who chairs the House Budget Committee.

■

Representative William D. Ford, the Michigan Democrat who chairs the House Education and Labor Committee, also spoke at the press club last week, contending that he is not trying to fashion an expensive higher-education bill that President Bush will be forced to veto just before the 1992 election, as some observers have speculated.

The President has threatened to veto a pending House bill because it would establish a Pell Grant entitlement and a direct-loan program.

"I'm going to negotiate all I can with them to see if there's any acceptable middle ground. Right now there is none," Mr. Ford said.

—M.P. & J.M.

Novello Calls for End to Liquor Ads Targeting Youths

By Ellen Flax

WASHINGTON—Firing a new salvo in her campaign against underage drinking, Surgeon General Antonia C. Novello last week called on beer, wine, and liquor companies to eliminate advertisements that she said specifically target the young.

In a strongly worded attack, Dr. Novello accused the alcohol industry of using print and television advertisements that feature cartoon-like characters, make lifestyle or sexual appeals, use sports figures, and show risky activities to entice young people into drinking.

"These ads have youth believing that, instead of getting up early, exercising, going to school, playing a sport, or learning to be a team player, all they have to do to fit in is learn to drink the right alcoholic beverage," she said.

"I call upon the industry to voluntarily give up the irresponsible ads once and for all," she continued. "If they want to—it can be done. This can be accomplished by each manufacturer simply refusing to use these kinds of ads."

Part of campaign to reduce underage drinking.

Responding to survey data showing that 8 million students drink weekly, Dr. Novello has made the reduction of alcohol consumption by teenagers a priority in her administration. Reports released by the surgeon general earlier this year found that youths have wide access to alcohol and that many students have little knowledge about what they are drinking. *(See Education Week, June 19, 1991.)*

At her press conference last week, Dr. Novello cited a number of highly popular advertisements that are mainstays in the industry's estimated $2-billion-a-year promotional budget. Some of her targets included an advertisement made for St. Ides Malt Liquor featuring the rap star Ice Cube, and Budweiser's cartoon-like character "Bud Man."

Although she did not propose a federal ban on television advertisements for alcohol products similar to one imposed on cigarettes, Dr. Novello said she might consider further action if the alcohol industry does not comply with her request.

She added that she would meet with 14 industry leaders next month to discuss the issue.

Industry Rejects Charges

Alcohol-industry spokesmen denied that their advertisements targeted youths and said they were unlikely to make any changes in their promotional campaigns based on Dr. Novello's remarks.

"The liquor industry strongly opposes the consumption of its products by those under the age of 21," said F.A. Meister, president of the Distilled Spirits Council of the United States. "For this reason, our voluntary 'Code of Good Practice' on advertising contains guidelines that prohibit liquor advertising to minors."

Liquor companies also said they would reject guidelines that would clearly state what sort of information or situation could or could not be included in an advertisement.

"Just pulling advertising isn't going to do anything," said James Sanders, president of the Beer Institute. "Who is to say which ones appeal to young people and which one appeals to older people?"

At the press conference, Dr. Novello also released a report by the inspector general of the Department of Health and Human Services, which found that federal regulations do not specifically prohibit youth-oriented alcohol advertisements, and that regulations and industry-approved standards have not deterred advertisers from using promotional materials that attract underage drinkers.

Federal jurisdiction in the area is fragmented among several agencies, making enforcement of regulations difficult, the report found.

AP/Wide World

Surgeon General Antonia C. Novello holds some of the beverages that a new report claims are excessively targeted at young people.

Bush Urges Catholic Educators To Back Reform Package

By Mark Walsh

WASHINGTON—President Bush met last week with 19 Roman Catholic education leaders, urging them to encourage support for his education-reform package.

The President and the Catholic officials apparently were much more in tune on their support for private-school choice than they have been since Mr. Bush took office.

"It was an extremely positive meeting," said Sister Catherine T. McNamee, president of the National Catholic Educational Association, the principal professional organization for Catholic educators.

"We did not have to force our agenda, if you will," she added. "We had quite a discussion about parental choice and parents' right to choose."

Sister McNamee said President Bush and other top Administration officials urged the Catholic leaders to lobby members of the Congress to support parental-choice provisions of the President's America 2000 education plan.

Catholic leaders have lobbied the President since 1989 to include religious and other private schools in the debate over school choice. The leaders have generally been satisfied with the way President Bush's views have evolved over that time, in that he now strongly advocates the inclusion of private schools in choice plans.

"We have seen quite a change in the public attitudes" on choice in part because of the President's support, Sister McNamee said.

Also present at the Nov. 5 session at the White House were Secretary of Education Lamar Alexander, White House Chief of Staff John Sununu, and Roger B. Porter, Mr. Bush's top domestic-policy adviser.

The meeting came about after the President was invited to address the National Congress on Catholic Schools, a major conference on the future of Catholic education that began here last week. Mr. Bush could not attend the session, but he agreed to meet with a delegation of Catholic school administrators and corporate supporters.

"This fits into the President's commitment on choice," said Leigh Ann Metzger, an aide to Mr. Bush in the White House office of public liaison. "The Catholic community is one of our strongest allies there."

Among the participants at the meeting were several other top officials of N.C.E.A.; Peter M. Flanigan, a managing director of Dillon, Read & Company in New York City and a major donor to Catholic schools there; William Flynn, chairman of Mutual of America; Sister Mary Ann Eckhoff, superintendent of education for the Archdiocese of St. Louis; and Sister Mary Frances Taymans, assistant superintendent of schools for the Archdiocese of Washington.

CAPITAL DIGEST

Panel Holds Hearing On School Finance

Only the federal government can eliminate funding disparities among school districts, school-finance experts and education advocates told a House panel last week.

But witnesses at a hearing on school finance held by the Subcommittee on Elementary, Secondary, and Vocational education said such a program would probably cost too much to win approval.

Kern Alexander, a professor at Virginia Polytechnic Institute, called for legislation that would declare education a "fundamental right," and require states to do likewise as a prerequisite for funding.

"By failing to address its responsibility to fund a reasonable share of the nation's educational costs, the federal government implicitly condones and even provides impetus for inequitable funding of public schools at the elementary and secondary levels," Mr. Alexander said.

But Vincent Munley, associate professor of economics at Lehigh University in Bethlehem, Pa., said that drafting rules to ensure "equity" among school districts is "a complicated and formidable task."

He noted that incentives would have to be great to spur states to redistribute school funding, and that withholding funding under current federal programs would hurt disadvantaged students the most.

The hearing was the first in a series planned in preparation for the drafting of a comprehensive education bill.

■ **Secretary of Education Lamar Alexander said last week that the compromise civil-rights bill President Bush is expected to sign soon would not necessarily prevent employers from demanding educational credentials of potential employees.**

Mr. Alexander had cited that concern in opposing an earlier version of the legislation.

The bill would require employers to prove that a hiring or promotion practice that adversely affects minorities or women is "job-related for the position in question and consistent with business necessity."

Mr. Alexander and other Administration officials had argued that earlier versions of the legislation would undermine education-reform efforts and send "the wrong message" to students about the importance of doing well in school. The only major change made to the relevant provision was to leave it to the courts to define "business necessity."

"Our initial instinct is that employers still may be able to ask prospective employees whether they have learned something," Mr. Alexander said last week. "We never took the position that you could require a high-school diploma for someone who intends to remain a janitor."

Congress Clears Education Spending Bill for 1992

Continued from Page 18

tion, health, and labor programs funded by the bill, lawmakers said.

Representatives Dan Burton, Republican of Indiana, and Timothy J. Penny, Democrat of Minnesota, threatened to force a roll-call vote on every delayed-spending item, but they later relented.

Mr. Natcher and others acknowledged that the use of delayed obligations would make it difficult for appropriators to work within next year's spending caps. But the Kentucky Democrat pointed out that President Bush, in his budget request, called for $8.7 billion in delays across 7 of the 13 funding bills.

"This is one time you can't blame the Congress of the United States," Mr. Natcher said.

The recently passed Defense Department spending bill, observed Representative Leon E. Panetta, Democrat of California and chairman of the House Budget Committee, included $3.3 billion in delayed spending and no member had objected to it.

Brief Debate in Senate

On the Senate side, debate was much more subdued and lasted only 30 minutes. The only senator to speak in opposition to the bill, Pete V. Domenici, Republican of New Mexico, said the bill's supporters "want to prejudice next year's [budget] cycle" by including the funding delays.

Many lawmakers have begun calling for revision of the Budget Enforcement Act of 1990, which set spending caps for domestic, international, and defense accounts.

But the aide to Mr. Natcher said the inclusion of delayed obligations in HR 2707 was not an attempt to force a revision.

CAPITAL UPDATE

Capital Update tracks the movement of legislation, the introduction of notable bills, and routine regulatory announcements.

Legislative Action

Civil Rights
S 1745

The House last week approved a bill that would make it easier for workers to sue their employers for job bias. President Bush has said he will sign the bill, which was cleared by the Senate on Oct. 30.

Civil Rights Commission
HR 3350

The House last week voted to reauthorize the U.S. Commission on Civil Rights, clearing the bill for the President.

FY 1992 Education Budget
HR 2707

The House and Senate last week approved a fiscal 1992 spending bill for the Departments of Labor, Health and Human Services, and Education. The vote in the House was not large enough to override an expected veto by President Bush.

Impact Aid
S 1848

The House on Nov. 1 approved legislation to restore the Education Department's authority to make preliminary payments to districts entitled to impact aid, clearing it for the President's signature.

Lead Testing
HR 2840

The House Energy and Commerce Subcommittee last week approved a measure that would require that schools and day-care centers be tested for lead paint and lead in their water, and other measures to reduce childhood lead exposure.

School Finance
Hearing

The House Subcommittee on Elementary, Secondary, and Vocational Education last week held a hearing on school finance in preparation for developing a comprehensive education-reform bill.

Education Department

Emotionally Disturbed Students
Final Rules

Final rules for a new grant program funding projects for children with serious emotional disturbances were published in the Nov. 4 *Federal Register*.

Pell Grants
Final Rules

Final rules implementing changes in the Pell Grant program were published in the Nov. 6 *Federal Register*.

R4800-2

EDUCATION WEEK

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'Worthy Wages' For Child-Care Workers Urged

N.A.E.Y.C. Board To Join Campaign

By Deborah L. Cohen

DENVER—The governing board of the National Association for the Education of Young Children last week unanimously agreed to join a coalition of its members in backing a five-year campaign to support and encourage efforts by child-care workers across the country to secure better wages and benefits.

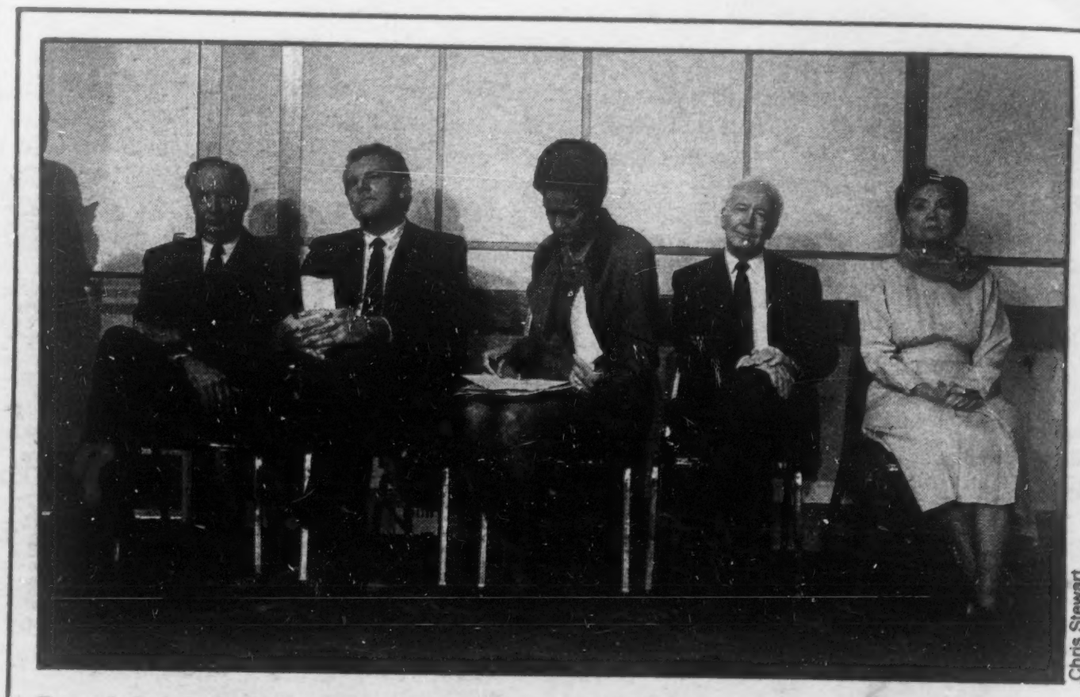
The board's action, taken at the N.A.E.Y.C.'s annual conference here, followed three days of discussions and demonstrations led by the campaign's organizers, a small but vocal group that has been urging the organization to take a more aggressive stand on the salary issue.

Echoing concerns raised by child-care professionals across the country, these advocates have become increasingly frustrated by working conditions that they say are forcing child-care teachers to live "on the edge of poverty" and jeopardizing the quality of early-childhood programs.

Many also argue that poor pay for child-care workers undermines the goal set by President Bush and the nation's governors to ensure that all children enter school ready to learn.

"It's ironic that at a time when there is more consensus than ever in the field about

Continued on Page 16



Chris Stewart

From left, Lauro F. Cavazos, William J. Bennett, Charlayne Hunter-Gault of the MacNeil/Lehrer NewsHour, Terrel H. Bell, and Shirley M. Hufstedler before an unprecedented panel discussion among the four former education secretaries.

Four Former Secretaries Each Put Own Spin on What Ails Schools

By Julie A. Miller

SAN FRANCISCO—The four former secretaries of education who met here for an unprecedented panel discussion earlier this month may have occupied the same office, but they took from it divergent views on what ails the U.S. education system.

While the four agreed that the nation must focus more of its attention on education, they could concur on little else.

The speakers, who spoke on Nov. 8 at a meeting organized by the College Board as part of a conference, are the only four to have held the secretary's post, other than the current secretary, Lamar Alexander, since the U.S. Education Department was created in May 1980.

Shirley M. Hufstedler, the first education secretary and the only one to hold the post in a Democratic administration, argued that the most significant problems facing the nation's schools are poor districts' lack of resources, disadvantaged children who arrive at school malnourished and unprepared, and low salaries

Continued on Page 27

Plans Readied for National Exams To Begin in 1993

Standards Project Set In 17 States, 6 Districts

By Robert Rothman

ITASCA, ILL.—A group of leading educators, business leaders, and policymakers, representing schools that educate half the nation's schoolchildren, met here last week to begin planning for a national examination system that could begin as early as 1993.

The closely watched, privately funded effort, known as the New Standards Project, was launched early this year by the National Center on Education and the Economy and the Learning Research and Development Center at the University of Pittsburgh.

But Lauren B. Resnick, director of the L.R.D.C., said the project really got under way last week at this Chicago suburb, when its governing board—consisting of representatives from each of the 17 states and 6 city school districts that are participating in the project—convened for the first time.

"In a real sense, the project begins here," she said.

The board members agreed to plan for developing the first examinations in mathematics and language arts for the 4th, and possibly the 8th grades, by the 1993-94 school year.

But while project officials had originally

Continued on Page 21

Effort To Cut Back D.C.'s Bureaucracy Proves Nettlesome

By Lynn Olson

WASHINGTON—Last summer, the new superintendent of the District of Columbia public schools reassigned 4 assistant superintendents and 14 other non-instructional employees to provide direct services to students, primarily as principals and assistant principals.

But, three months into the school year, only one of those administrators has shown up at her new post.

"None of them are there," Superintendent Franklin L. Smith said in a recent interview. "All of them—with the exception of Dr. Connie Clark—are on sick leave."

"I guess I have to anticipate that they will show up at their posts," he added, "but I'm not optimistic."

Although all of the administrators continue to draw salaries, they are, in essence, on strike: apparently refusing to participate in a much-vaunted effort to trim the size of the system's bureaucracy and shift its focus to the schools.

The incident marks one more setback in a

Continued on Page 18

N.E.A. Charges Former Researcher With Speaking Out of Turn

By Ann Bradley

Gerald W. Bracey, a senior policy analyst for the National Education Association, was asked to resign recently because he repeatedly expressed his private opinions in a manner that suggested he was speaking for the union, top officials of the N.E.A. said last week.

In the past few weeks, for example, Mr. Bracey has been quoted as an N.E.A. policy analyst in stories or columns in *The Washington Post*, *USA Today*, and *Education Week* that have questioned the prevailing view that American schools are failing.

Mr. Bracey, who joined the N.E.A. in August, was asked on Nov. 7 by his supervisors in the education-policy and professional-practice unit—the union's internal "think tank"—to resign or be fired.

Don Cameron, the union's executive director, said Mr. Bracey had been "acting as an independent voice on behalf of the N.E.A. without going through the channels everybody else has to go through."

"The president is the spokesperson for this organization," Mr. Cameron added.

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Benjamin Tice Smith

Gerald W. Bracey, a former policy analyst with the N.E.A., in front of the union's headquarters in Washington.

Also in the news

5 **Rife With Errors**
Texas delays adopting new U.S. history books by leading publishers after more than 230 factual errors are found.

13 **Counting on 'Magic'**
Experts say the basketball legend can be a powerful spokesman to young people on the prevention of AIDS.

25 **No Retreat, No Surrender**
Republicans and Democrats appear poised for battle in the Congress over education-reform legislation.

IN SUMMARY

Getting Wired
The cable-television industry is mounting a concerted effort to wire the nation's schools to make its programs more widely available to educators.
Page 4.

Wholly Dissatisfied
Disenchanted with or opposed to whole-language approaches to teaching reading, educators at eight Houston elementary schools have returned to the traditional phonics-based approach. **Page 5.**

Where They Adore the Core
The first elementary school in the nation to embrace E.D. Hirsch Jr.'s "core knowledge" curriculum has been well received in its Florida community.
Page 6.

Chicago Impasse
Negotiators for the Chicago Teachers Union and the city's board of education continued to meet late last week in an effort to avoid a teachers' strike that was to begin Nov. 18. **Page 8.**

An Eye on Performance
More than half of the nation's school districts have partnerships with parent, business, and civic groups, most of them focusing on improved academic performance, a new study says. **Page 15.**

Looking to the Future
Educators must focus more on high-school graduates' entry into the workforce or postsecondary education, state education commissioners agreed last week.
Page 22.

Mississippi Learning
Lawyers for the Bush Administration and black plaintiffs told the Supreme Court last week that Mississippi must do more to desegregate its higher-education system. **Page 25.**

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ACROSS THE NATION

NATIONAL

PTA Survey Finds Few Americans Are Aware of National Goals

More than three-quarters of American parents are totally unaware of the six national education goals adopted last year by President Bush and the National Governors' Association, a survey released last week shows.

The telephone survey, sponsored by the National PTA and the Chrysler Corporation and commissioned by *Newsweek* magazine, polled 792 parents of school-age children in the continental United States in May and June. The results appear in an advertising supplement to the magazine's Nov. 18 edition.

The results showed that just 24 percent of those surveyed said they were aware of the goals, and only 7 percent could correctly recall without prompting even one of the goals, the report said.

Moreover, many parents did not believe that the goals for the year 2000 were attainable, the poll found. The only goal that a majority—62 percent—of parents said was attainable was that students will leave grades 4, 8, and 12 having passed tests showing competency in such subjects as English, mathematics, and science.

The goal that parents expressed the least faith in was that of making every school free of drugs and violence. Just 4 percent of parents thought that was attainable.

School financing appears to be a murky issue for some parents. When asked who currently pays the greatest part of the budget for the local public schools, 14 percent said they had no idea.

But 46 percent of parents wanted to see more funding for schools, and 61 percent said they were willing to pay more taxes, regardless of their income level, to improve public schools, the survey found.

■ **While growing numbers of companies are stepping up their efforts to help employees balance "the dual stresses of work and home life," more than 75 percent of the largest firms have not advanced beyond child-care referral services or flexible spending accounts to help parents manage child-care costs,** a new survey shows.

With funding from the Ford Foundation, the Families and Work Institute, a New York-based research organization, surveyed the largest Fortune 1,000 companies in 30 industry areas to determine "the response from corporate America to the work-family needs of individuals and companies." The results are included in a 437-page reference guide that draws on more than 30 research projects assessing work and family needs and policies.

Besides describing the stages of development firms typically undertake when developing family policies, the guide offers an index to assess companies' "family-friendliness"; a comparative analysis of 188 companies and charts, by industry, detailing their family policies; a review of work-family research; and a list of 76 exemplary programs and policies.

The four companies ranked highest on the group's "family-friendly index" are Johnson & Johnson, the International Business Machines Corporation, Aetna Life & Casualty Company, and Corning Inc., all of which offer services ranging from on-site child care to job sharing.

Factors cited in the guide as contributing to successful family policies include good overall economic health or a perceived threat to that health, a high level of expertise in defining employee needs and managing programs, long-term strategic thinking and planning, and well-respected "employee champions" of family policies.

Copies of "The Corporate Reference Guide to Work-Family Programs" are available for $179 each for hardcover and $149 for softcover, with a 10 percent discount for nonprofit groups. Write the Families and Work Institute, 330 Seventh Ave., New York, N.Y. 10001 ■

STATES

Most Md. Districts Fall Short of State's Standards

Student achievement in Maryland schools is improving slowly, but academic and social performances still meet only 5 of 13 standards adopted in 1990, according to a report released by the state last week.

The second annual Maryland School Performance Program Report showed that the percentage of 11th graders who passed a statewide reading test had reached the cutoff for an excellent rating last year. Promotion rates in grades 1 to 6 had also attained that level. In addition, the percentage of 11th graders passing a writing test and passing all tests, as well as the school-attendence rates in grades 1 to 6, was satisfactory.

But 11th graders' performance in mathematics and citizenship, attendence rates in grades 7 to 12, and dropout rates in grades 9 to 12 all failed to reach a satisfactory rating. Moreover, first-time test takers from grades 9 and 10 failed to reach satisfactory passing rates in all academic categories.

Scores for first-time test takers improved slightly over last year in reading, math, and citizenship, but declined in writing, from 88.4 percent passing to 83.2 percent passing.

The measurements were adopted in 1990 as part of a statewide education-reform package. This year, for the first time, the report includes performance data on each of Maryland's 24 school districts.

■ **Teachers in West Virginia have filed a lawsuit against the state Public Employees Insurance Agency, claiming breach of contract.**

The suit, filed this month in federal court, argues that members of the West Virginia Federation of Teachers should not be forced to pay health-insurance premiums and co-payments that employers previously covered.

Under a new benefit plan, which took effect in January, some teachers will pay more in health-insurance costs than they received in salary increases this year, said Steve Angel, a staff representative for the union, which represents about 3,700 teachers.

Teachers received $1,000 raises, he said, while some will pay as much as $1,300 for health insurance.

The suit also claims that the P.E.I.A. was illegally constituted and that the state legislature abdicated its responsibilities to the state agency.

While denying the allegations, Sally Richardson, director of the P.E.I.A., said she did not want to comment on specifics. ■

Color Me Right

Multicultural education enters the world of school art with the introduction of the "Skin Tones of the World" crayon collection.

The assortment of sepia, apricot, tan, burnt sienna, peach, mahogany, black, and white is the result of an unusual collaboration between a school-supply company and the Binney & Smith Company, the makers of Crayola crayons.

"We found that teachers are asking for skin-tone colors," said Margaret Blumenauer, educational-product manager for Chaselle Inc., a Columbia, Md.-based school-supply company that specializes in multicultural products.

Realizing the product's potential, the company consulted early-childhood educators and multicultural research and ultimately persuaded the Crayola manufacturer to let it test market the collection.

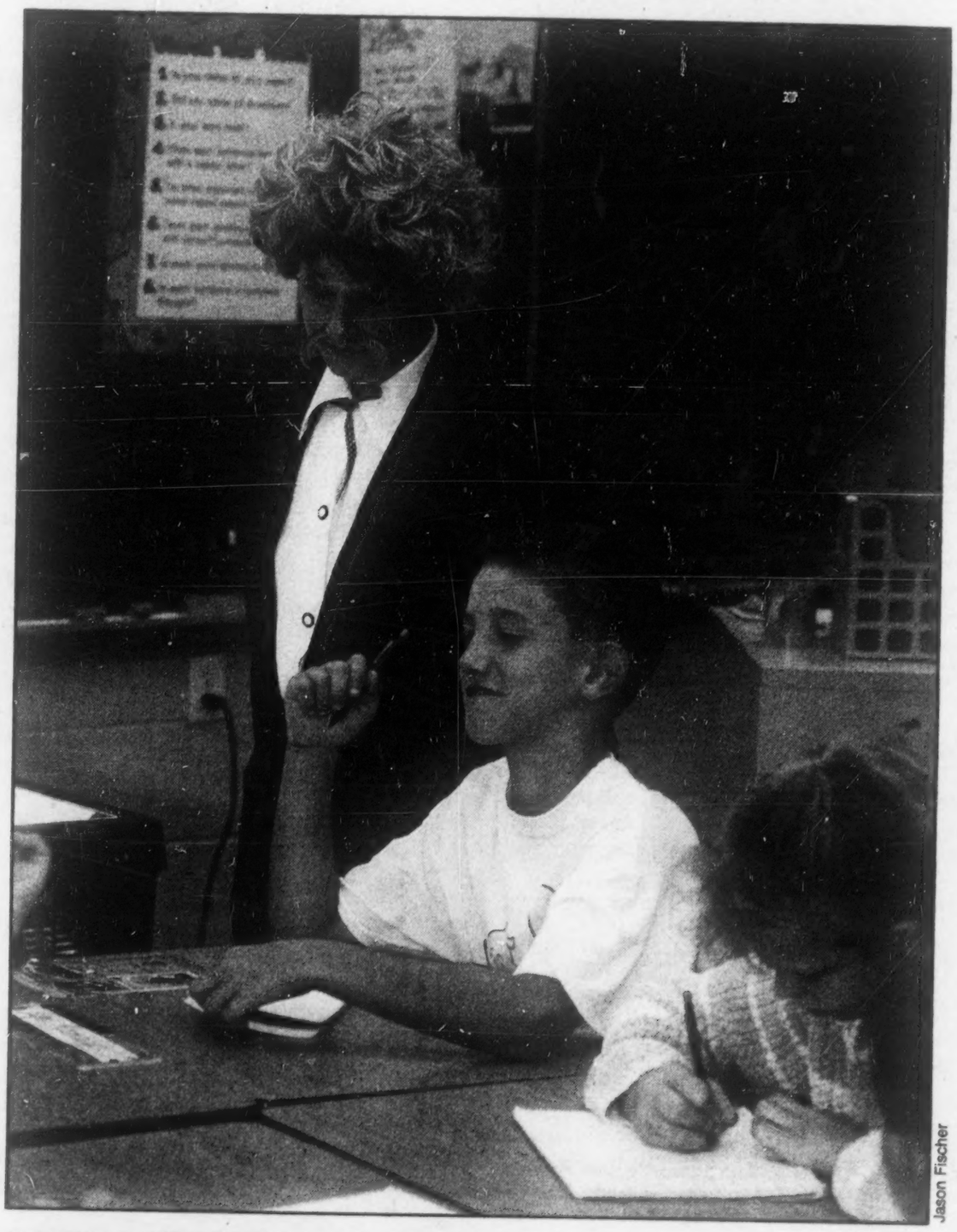
Leila Cabib

Except for black and white, the pigments originally were available only in the company's 64-color crayon set. The eight-crayon set, more popular with teachers because of its lower cost, contains only primary and secondary colors, making it impossible to produce subtle skin-tone shades.

The group of new hues was introduced during the convention of the National Association for the Education of Young Children in Denver this month. The new colors—available in regular size or jumbo size for smaller fingers—were warmly received, Ms. Blumenauer said.

"Multiculturalism is a hot topic," she noted. "We saw a need for minority children to see themselves in their school work, even in the crayons they use, so they feel accepted and part of a group."

While the "Skin Tones" collection is not now available through retailers, sets may be ordered by calling 1 (800) 242-7355. —S.K.G.



Jason Fischer

Dressed as the author Mark Twain, April Santarelli, a 5th-grade teacher at Three Oaks Elementary School in Fort Myers, Fla., has her students question her about 19th-century America in preparation for readings from *Tom Sawyer*.

and language-arts classes, the 4th- and 5th-grade students will form a forensics unit in their science class. They will study fingerprinting and chromatography and then use those skills to find out who "stole" a turkey from the school cafeteria.

A recent visitor to the school encountered a 5th-grade teacher dressed as Mark Twain in preparation for readings later that week from *Tom Sawyer*. And, in art class that day, 3rd-grade students made copper-foil medallions illustrating Norse gods and characters from the Norse myths they had learned in their other classes.

"Core knowledge is in all our subjects anyway," says Joanne Anderson, a 2nd-grade teacher. "We're just working different information into the subject areas."

"The key word," says Kathy Holzborn, the school's primary specialist, "is specificity."

The county-prescribed curriculum, in contrast, requires teaching a broad set of skills rather than specific information. Students were required to study "Native American peoples," for example, rather than specific tribes.

Paradoxically, the teachers say, the new "specificity" freed them to teach about subjects not normally included in their county-approved textbooks.

"Before, I would not have taught about the Russian and French revolutions and the Reformation," says Jenni Jones, a 5th-grade teacher at the school, "but I probably would've gotten off on a tangent and talked about them anyway and then felt guilty because I was not on task."

"This makes it legal," she says.

At Three Oaks, "core knowledge" topics take up about half of the school curriculum. While much of that information was already being taught at Three Oaks, some of the new curriculum departs radically from the way those subjects were taught previously. In social studies, students as early as kindergarten are now introduced to historical information. In the past, that time was spent teaching them about their families, neighborhoods, and communities.

"I think we really sell our children short," Ms. Jones, the principal, says. "Children want to learn this information because they regard it as grown-up information."

And, while children may know little more than names and stories in the early grades, their depths of understanding of the topics are expected to grow as they move through school.

"I know that a lot of people think of 'core knowledge' as 'Trivial Pursuit,' " Ms. Anderson says. "But my 2nd graders can discuss the Shakespeare quote, 'All the world's a stage . . .' and really get into it."

'Sticks to My Mind'

Anecdotally, the educators say they saw some signs of success almost immediately.

One boy, for example, developed a passion for learning about ancient Egypt after he was introduced to the subject in his 2nd-grade class. He checked out every book in the library on ancient Egypt and chose the topic as the theme for his birthday party.

Teachers say another boy, a 5th grader, checked out a book on poetry from the library this year. Then he showed his teacher how the book included the "witches poem" from *Macbeth*—verses he had been introduced to in his class the previous year.

And students became fans of "Jeopardy," the television quiz show.

"In this school, I would know something, and it sticks to my mind," says John Paul McLean, a 5th grader who moved to the school district this year.

"In my other schools," he continues, "I would learn something and it would leave."

By the end of the school year, Ms. Jones, the principal, says, school officials had seen a "slight improvement" in children's test scores. Pupil attendance rates increased monthly, and the school experienced an 84 percent decline in school suspensions.

"Our children are so actively involved and enjoyed what they were learning so much more, their need to disrupt decreased dramatically," she says.

What is difficult to determine is how much of those improvements were due to the "core knowledge" curriculum and how much were due to the stimulation of becoming involved in an experimental undertaking, says Janet Emig, a Rutgers University researcher who visited the school last year.

"The question is, three or four years from now, how will they be faring?" Ms. Emig told the *Council Chronicle*, a publication of the National Council of Teachers of English. No formal studies are being done on the Three Oaks program.

Educators at Three Oaks say, however, that their preliminary success is a direct result of "core knowledge."

"It's only been the last couple of months," Ms. Holzborn says, "when we got to the point where somebody said, 'Hey, we're doing something revolutionary here.' " ■

basis. It also allowed us to measure the speed with which they could execute very basic processes, like how quickly they could retrieve a fact from memory or how quickly they could use a counting process to solve a problem.

Q. And your findings were?

A. What we found was that the Chinese 1st graders and the American 1st-grade kids were using the same types of strategies to solve addition problems.

They were either remembering the answer, counting to solve the problem, or decomposing [the problem into more simple problems].

The types of strategies we saw were the same, but the developmental maturity of the mix was different.

And so we saw much more direct retrieval, and a greater use of decomposition when they couldn't remember the answer, in the Chinese kids than in the American kids.

The Chinese kids, in fact, showed a strategy mix that we typically don't see until 4th or 5th grade in American kids.

Q. In your paper, you note that counting was the primary strategy used by the American students. What is the significance of this?

A. It's developmentally less sophisticated.

Q. What are the implications of this study for American educators, who often are encouraged to emphasize process over rote memorization?

A. It was very clear from our studies that the Chinese kids not only knew more, but they had a better conceptual understanding of arithmetic and numbers sets . . . than American kids, who were being directly taught the concepts.

You certainly don't want to make any major changes based on the one study or a few studies.

But I really suspect, not only from this study, but from other research we've done, that with mathematics you really can't skip the basics.

I think I understand the rationale in trying to get to the conceptual sorts of things. But I think to really understand mathematics at any level, you really need to practice. ■

DIMENSIONS

Arts Offerings in Secondary Schools

The variety of topics offered in secondary-school arts programs has expanded dramatically over the past three decades, a survey by the National Arts Education Research Center at the University of Illinois has found.

Compared with 1962, the survey found that the number of schools offering instruction in metal and jewelry has tripled, the number offering ceramics has increased fourfold, and the number offering sculpture has risen more than 13 times.

The Offerings in Art

Subject	Junior High School 1962	Middle School 1989	Secondary School 1962	Secondary School 1989
Drawing	98.5%	100.0%	91.3%	100.0%
Ceramics	25.4%	74.7%	18.5%	88.9%
Metal/Jewelry	16.9%	18.6%	15.2%	46.3%
Sculpture	12.3%	70.1%	6.5%	87.0%
Weaving	7.7%	49.4%	9.8%	39.8%

Source: National Arts Education Research Center

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EDUCATION WEEK

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Students Are 'Coming Back Home' To Historically Black Universities

By Mark Pitsch

When Donielle Smith attended high school in Cerritos, Calif., a few years ago, most of her classmates were Asian.

As a senior at the largely black Xavier University of Louisiana in New Orleans, the black sociology major said she feels more comfortable.

"With a 4 percent black population [in high school], you kind of got lost," Ms. Smith said recently. "I needed to gain my identity, my heritage."

Ms. Smith's story is not unique—every other black student in her graduating class also enrolled at a historically black college or university, or H.B.C.U., she said.

Indeed, Ms. Smith and her classmates illustrate what is happening on the campuses of predominantly black institutions of higher education. Largely because of their desires to study in a nonthreatening environment and to explore their culture and history—but for numerous other reasons as well—more and more blacks have been enrolling in black colleges and universities in recent years.

The United Negro College Fund will soon release the results of a survey showing that enrollment at its 41 member schools, which are part of a larger group of H.B.C.U.'s, has increased by 19 percent over all since 1983. Estimated total enrollment at these schools pushed past 50,000 for the first time this academic year, the report will say.

According to the National Association for Equal Opportunity in Higher Educa-

Continued on Page 16

Spelman College

Enrollment at historically black colleges grew more than 16 percent from 1986 to 1990. At Spelman College, above, enrollment has jumped from 1,447 in 1981 to 1,904 this year.

School-Building Inventory Finds 1 in 8 Inadequate

Study Says Energy Costs Diverting Needed Funds

By Peter Schmidt

One in eight public-school buildings in the United States provides a poor physical environment for learning, according to the most extensive survey on the state of school facilities conducted in nearly 30 years.

The survey of superintendents in more than 15,000 school districts nationwide, conducted by American Association of School Administrators and released last week, found that nearly 5 million students attend classes in public schools that are inadequate due to old age, overcrowding, or flaws in their structures or mechanical systems.

Much of the money needed for maintaining and improving facilities, meanwhile, is being diverted to pay energy costs, the study says.

"Too many of our school buildings are on the critical list," Richard Miller, the executive director of the A.A.S.A., said in a statement.

"We as a nation cannot live with this condition, because it seriously impairs the learning environment for millions of our young people," Mr. Miller said.

For school facility planners, administrators, and architects gathered for a national conference outside Atlanta last week, the consensus was that the A.A.S.A. report was accurate and that the education-reform movement has largely ignored the need to upgrade school buildings.

New educational programs have been placed in antiquated facilities that hinder their implementation, and most schools are physically ill-equipped to meet the national education goals adopted last year, several

Continued on Page 13

Report Urges State Colleges To Upgrade Training of Teachers

By Karen Diegmueller

State colleges and universities should return to their roots and take decisive steps to reinvigorate their teacher-training programs, the American Association of State Colleges and Universities advocates in a report scheduled for release this week.

Nearly nine months in the making, the report urges the presidents of the association's more than 375 institutions to exert their leadership to ensure that teacher training receives the attention and resources it needs to become an active participant in the education-reform movement.

In outlining a five-point action agenda, "Teach America," which was to be released in San Antonio at AASCU's annual meeting, the group also seeks to elevate the status of teacher education and to improve its quality.

AASCU's report is seen as particularly noteworthy given the fact that member institutions are responsible for training more than half the nation's teachers.

While some colleges of education have begun to take steps to improve their teacher-training programs, many teacher educators maintain that their reform efforts have often been stymied.

They note that schools of education often occupy the lowest rung on the campus sta-

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Budget Concerns Spur Lawmakers To Reconsider Choice Law in Mass.

By Karen Diegmueller

Massachusetts lawmakers are reconsidering the funding formula for their state's school-choice law amid mounting evidence that the recently implemented measure is inflicting severe harm on some districts' already beleaguered budgets.

Preliminary data also suggest that the law is overwhelmingly benefiting children of white, middle-class parents, many of whom had been paying to send their children to out-of-district schools before the choice law was passed.

For now, legislators appear to have decided only to provide some relief to communities that are losing students and big chunks of state aid to other school districts. The legislature's joint education committee this month recommended that $2.1 million be appropriated, but rejected a proposal to overhaul the law. Instead, the panel created a committee to study the measure.

Even so, dissatisfaction appears to be widespread with a law that critics say was hastily passed and flawed. That sentiment is shared by officials in receiving districts, which have gained financially from the law.

The latest stab at assuaging the financial pain of the sending districts represents approximately half the money they are expected to lose in state aid.

The sponsor of the aid proposal, Senator Arthur E. Chase, a Republican from Worcester, initially sought a $4.1-million appropriation, which would have been

Continued on Page 19

Oakland Scrambles To Make Do Without Rejected Textbooks

By Debra Viadero

When the Oakland, Calif., school board voted last spring to reject a set of social-studies textbooks sanctioned by the state of California, most members probably knew they were taking a "road less traveled."

Now, as the district scrambles to pull together lessons and supplementary materials for tens of thousands of 4th, 5th, and 7th graders who more than three months into the school year still have no formal textbooks, community groups and educators are learning just how rocky that road can be.

Students in those grades are using old texts—widely considered inferior to the new books—together with hastily developed lessons and worksheets their teachers have photocopied for them. And educators and community groups are hurrying to create new lessons to help the students keep up

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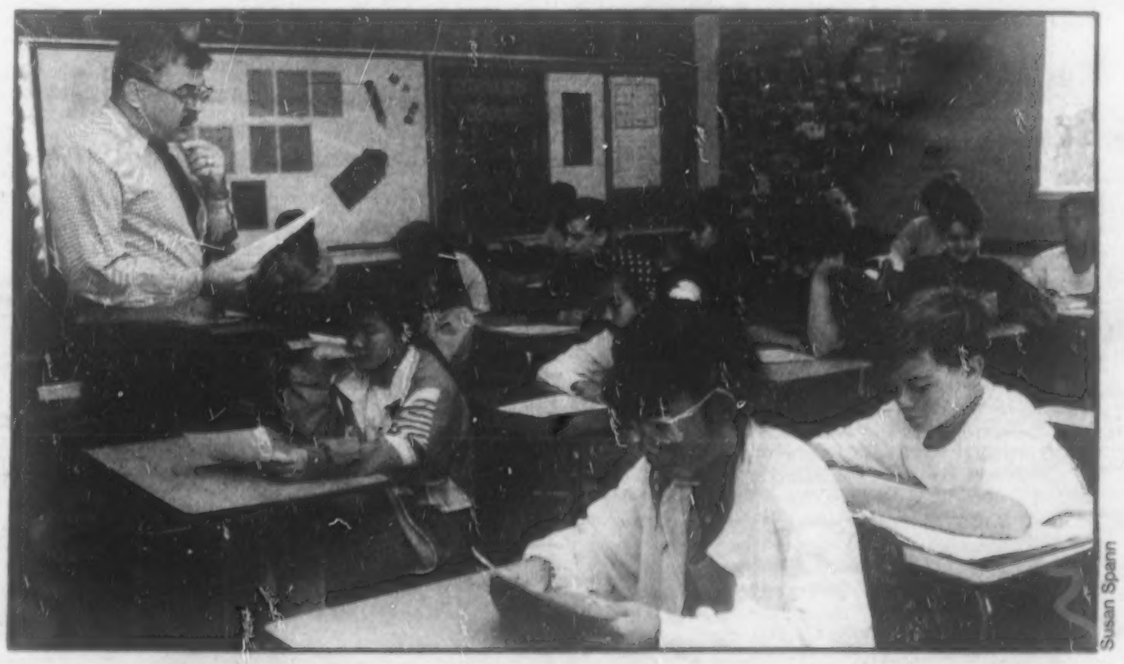

Susan Spann

As a result of the Oakland school board's rejection of state-approved textbooks, students in Jack Sheehan's history class must use alternative materials.

Also in the news

5 **Homelessness**
Although they face educational disadvantages, nearly all homeless children are enrolled in school, a new report says.

IN SUMMARY

Families in Trouble
Despite their "heroic" efforts to form close ties, most Americans believe that families in this country are in deep trouble, a national survey suggests.
Page 4.

A New Moral Order?
Social theorists of diverse political views last week released a platform advocating a new moral order emphasizing families and communities.
Page 5.

Buying Time
The Public Broadcasting Service is inviting educational programmers to consider using the increased broadcasting capacity of its new satellite to reach schools nationwide. **Page 8.**

Staving Off a Strike
Teachers in Los Angeles voted last week to give their negotiating team more time to try to stave off a proposed pay cut for teachers, rather than striking next week.
Page 9.

More Pay, New Schools
Roman Catholic educational leaders have endorsed better pay and benefits for teachers and the construction of new schools despite steep enrollment declines.
Page 12.

Dancing Over Duke
Teachers' unions in Louisiana, which united to oppose the campaign of David E. Duke for governor, expressed joy last week at his resounding defeat.
Page 17.

Reconsidering Film Decision
California educators will reconsider a decision not to distribute a documentary on an alleged genocide campaign against Armenians 70 years ago.
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ACROSS THE NATION

STATES

Counselors Have Duty To Warn Of Suicide Threats, Court Rules

School counselors have a duty to inform parents when they have knowledge that a child has made suicidal statements, Maryland's highest court has ruled.

In an Oct. 29 opinion, the Maryland Court of Appeals said school counselors in Montgomery County may have breached a common-law duty when they failed to inform the parents of a 13-year-old middle-school student that the child had threatened suicide in 1988.

The pupil told friends that she intended to kill herself. Her friends reported the threat to a school counselor, but the girl denied making it when two counselors questioned her. The girl later died in an apparent murder-suicide pact with a student from another school.

The girl's father sued the Montgomery County school district, alleging negligence on the part of the school counselors for failing to inform him of his daughter's suicide threat.

A state trial court dismissed the suit on a summary judgment, but the state's high court reinstated it.

"Considering the growth of this tragic social problem," the court said, "we hold that school counselors have a duty to use reasonable means to attempt to prevent a suicide when they are on notice of a child or adolescent student's suicidal intent."

■ **The U.S. Justice Department has appealed a federal district court ruling that upheld the Virginia Military Institute's males-only admissions policy.**

The department is asking the U.S. Court of Appeals for the Fourth Circuit in Richmond, Va., to overturn a decision made by U.S. District Judge Jackson L. Kiser last June. Judge Kiser upheld the all-males policy on the grounds that it diversified the state's higher-education system.

In its appeal, the federal government argues that the V.M.I. admissions policy "violates the equal-protection guarantee of the Fourth Amendment by excluding women from obtaining a benefit available to men." Such discrimination should not be allowed at a state-supported institution, it says.

The Justice Department sued the Lexington, Va., school in 1989 after receiving a complaint from a woman who unsuccessfully sought admission to the school.

■ **A local grand jury has indicted three employees of South Carolina Educational Television for allegedly stealing electronic equipment and improperly obtaining service contracts.**

The indictments, handed down this month by the Richland County grand jury, charge that the men either stole electronic equipment that should have been installed in the state's public schools or that they improperly obtained contracts for their own benefit.

The grand jury indicted James David Anderson Jr. for allegedly stealing equipment valued at more than 10,000 between 1981 and 1988; Thomas Edward Bailey for allegedly stealing more than $25,000 in equipment during the same period; and Fred Smith for allegedly using his influence with the network to secure contracts worth several thousand dollars for T&G Electronics, a company that he owns.

The theft charges carry maximum penalties of 10 years in jail and a $10,000 fine. The misdemeanor charge leveled against Mr. Smith is punishable by 90 days in jail and a $1,000 fine.

County Solicitor Dick Harpootlian said the men were expected to be arraigned on the charges late last week.

Kathy Gardner-Jones, a spokesman for the educational-television network, said that the men have been suspended from their jobs and that the network is "participating fully with the investigation."

■ **A Virginia-based dairy cooperative convicted this fall of conspiring to rig bids on school milk contracts in the state has been fined $1.1 million.**

U.S. District Judge John A. MacKenzie set the fine against Marva Maid Dairy this month after rejecting the government's request for a $2.8 million fine, double the amount the government contends was lost to the schools as a result of the conspiracy.

The government contended that the firm had conspired with Pet Inc. to divide the school milk business for several Virginia school districts. Pet pleaded guilty to the charges and was fined $750,000. A jury convicted Marva Maid in September on a bid-rigging charge and two counts of mail fraud.

Marva Maid, which represents more than 1,300 dairy farmers in five mid-Atlantic states, and four other dairies also face a civil suit brought by Virginia's Attorney General, Mary Sue Terry, on behalf of 35 districts in the state.

The federal charges against Marva Maid grew out of a U.S. Justice Department investigation of dairies in at least 16 states. More than 50 companies and executives have been charged as a result. ■

DISTRICTS

Boston Archdiocese To Close 5 Schools, Study Consolidations

Cardinal Bernard Law of Boston has announced the closing of at least five Catholic high schools and the possible merger or closing of several elementary schools.

The announcement came with the release of a two-year-long strategic planning study for the archdiocesan schools, which, like many others nationwide, have seen falling enrollments and rising costs in recent years.

Closing in June will be St. Gregory's in Dorchester, Cardinal Cushing Central in South Boston, Mission High in Roxbury, Girls Catholic in Malden, and Sacred Heart in Weymouth.

Because of declining enrollments, fewer than 500 students will be affected by the high-school closings, said Sister Mary Jude Waters, the head of the planning committee that conducted the study.

A sixth high school, St. Columbkille in Brighton, will be closed unless it can be merged with Trinity High School or another school, the archdiocese said.

Several elementary schools in Charlestown and Dorchester will be considered fo

Election Elective

Adults in Minneapolis may have a new role model when it comes to encouraging high voter turnout—their children.

As part of "Youth Vote '91," Minneapolis students ages 12-18 were allowed to cast ballots for school-board candidates and to vote on their own separate questions during the Nov. 5 general election. While a mere 5.6 percent of adults went to the polls, more than 40 percent of the city's public-school students took advantage of the rare opportunity to fulfill their civic duties.

Peter Steiner

"It was a real accomplishment," said David Johnson, a high-school senior who was one of the vote's organizers. "We're very happy about the turnout."

In addition to casting nonbinding ballots for school-board candidates, the youths voted on an array of issues, ranging from student participation in teacher evaluations to lowering the voting age.

The most hotly contested question turned out to be one that asked if the city's current desegregation policies should be replaced by "color blind" enrollment. Students answered "yes" by a margin of only 177 votes out of 5,799 cast on the question.

By larger margins, the young voters also said students should participate in performance evaluations of teachers and administrators; approved the concept of a "culturally diverse" school curriculum; and urged the city's public agencies to provide paid internships for students.

Student-vote organizers selected the ballot questions after meeting with youths all over the city.

Colleen Walker of the Minneapolis Youth Coordinating Board, a sponsor of the effort, said she hopes youth ballots will be offered in all future Minneapolis elections.

"This definitely makes the case that young people are very capable of making decisions and feel strongly about playing a larger part in the community," she said.

The students clearly agree with Walker: Seventy-three percent voted to lower the voting age to 16. —D.G.

consolidation, Sister Waters said. The two Charlestown schools—St. Francis and St. Catherine—would be run under a new "interparish" model with all three parishes in the area funding the school's operation.

Although three of the high schools to be closed are in areas with large minority populations, Sister Walters denied that the church is abandoning its mission to the needy, as some critics have charged.

"We're not abandoning [our commitment], but strenthening it and trying to ensure we can stay there," she said.

■ **Schools Chancellor Joseph A. Fernandez of New York City has added five more city high schools to the list of those subject to unannounced, twice-weekly metal-detector searches.**

The move brings to 21 the number of high schools in which some students are scanned with hand-held metal detectors as they enter school, the chancellor's press secretary, James Vlasto, said. Officials will increase the number of searches per day from three to four schools.

But the addition of schools has not been accompanied by more funds, Mr. Vlasto said, so the size of the unarmed security-guard teams that perform the searches will be scaled back from 40 to 30 persons.

The searches, which began in November 1988 at five schools, have been turning up weapons, but mostly non-firearms, he said. Eleven firearms were confiscated last year, he said.

"The results are very encouraging," Mr. Vlasto said.

The number of violent incidents inside New York schools has also been dropping in recent years, he said.

■ **The Dayton, Ohio, public schools will install metal detectors and begin a system of student identification cards to combat the spread of weapons and drug use in the city's junior and senior high schools.**

Approximately 6,000 students will be affected by the security measures, enacted in partnership with the Dayton City Police force, which promises to work in close cooperation with the schools to ensure "quality of instruction."

Portable walk-through detectors for the city's five high schools and handheld detectors for the seven middle schools are now available to be used as needed.

The guidelines also call for color-coded identification cards for all high-school students and more consistent enforcement of the policy prohibiting the carrying of electronic devices, such as beepers. The measures are expected to cost the district approximately $50,000.

While the school system has not experienced widespread drug or weapons problems, the potential for disruption from outside influences has increased the need for stricter policies, said James A. Williams, the superintendent of schools.

■ **A group of high-school students in Prince George's County last week broke windows and stole merchandise from a shopping mall during a demonstration against cuts in education funding in the county.**

As many as 200 students from Bowie High School, had left classes and were marching on city hall to protest the cuts when the violence broke out, officials said.

Two students were suspended in connection with the incident, and the school has promised to make restitution for the lost goods.

Elsewhere, students walked out of classes, picketed, and conducted a "sleep-in" protest at a high school one night.

The students were protesting $15.7 million in cuts the school board made from its $574-million budget the week before due to falling state and county revenue. ■

UPDATE

■ **Five Minneapolis-area school districts have approved a plan to develop an unusual public-education facility in a giant new shopping mall.**

The school districts last month individually approved an agreement for jointly operating the proposed school at the Mall of America, a 4.2-million-square-foot shopping center under construction in Bloomington, a Twin Cities suburb. *(See Education Week, Oct. 9, 1991.)*

The education facility would eventually offer services from preschool through adult education for the mall's estimated 10,000 employees.

"We have set up a governance plan," said Sue Hankner, the consultant to the districts that have formed the Metropolitan Learning Alliance. The participating districts are Minneapolis, St. Paul, Bloomington, Richfield, and St. Louis Park.

The facility is scheduled to offer its first services by the time the mall is scheduled to open, in August 1992.

■ **Delmis Donta, the former superintendent of the Boyd County public schools in eastern Kentucky, has been fined $250 after being convicted of a misdemeanor official-misconduct charge for signing a false class-size report.**

But the veteran educator, who failed to appear at his trial, has maintained his innocence and his lawyer has said that Mr. Donta will appeal the judgment.

A district court judge also ordered Mr. Donta to pay court costs, which were estimated at $2,850 for the three times jurors were called to court but sent home when the former superintendent asked for postponements due to medical reasons.

Mr. Donta resigned as head of the district on the eve of a state school-board hearing aimed at ousting him from office. *(See Education Week, Oct. 2, 1991.)*

Mr. Donta still has a challenge before the Kentucky Court of Appeals, seeking to dismiss the charges, which were based on school law that had been declared unconstitutional. The state supreme court abolished the state's school statutes in a school-finance case. The action led lawmakers to adopt the state's landmark 1990 school-reform law.

■ **Another Kentucky superintendent charged with mismanagement and targeted by state officials under the school-reform law has attempted to sidestep the ouster by resigning his post.**

One day later, however, Robert Shepherd was rehired by the same district as its technology coordinator.

Mr. Shepherd and the five members of the Harlan County School Board face charges brought by state Education Commissioner Thomas C. Boysen aimed at removing them from office. Saying the charges had destroyed his credibility, Mr. Shepherd resigned his post, which paid $70,807, on Nov. 13. The next day, he was appointed to the technology post, which pays $54,000. The district's acting superintendent bypassed two other applicants in offering Mr. Shepherd the job. *(See Education Week, Nov. 20, 1991.)*

In the post, Mr. Shepherd, a former science teacher, will lead a committee that will draft a five-year technology plan and will consult with technology suppliers, orient teachers, and study other districts' efforts. He told reporters that while he has no specific training in education technology, he has a "general working knowledge" of computers.

The other two applicants are high-school computer instructors in the district.

Officials said Mr. Shepherd's contract provided for his return to his previous job as an assistant superintendent in the eastern Kentucky district. The former superintendent needs three more years of service before he qualifies for benefits under the state's retirement plan.

■ **The Mobile, Ala., school district has received a $4-million bailout package that officials hope will allow the schools to remain open through the end of the school year.**

The Mobile County Commission and City Council have approved a financial package that will help the district meet an estimated $600,000-per-month shortfall caused by an across-the-board, $145-million cut in the state's education budget ordered by Gov. Guy Hunt. *(See Education Week, Oct. 16, 1991.)*

The county commissioners pledged $2.05 million, while the city council authorized a $2.1-million payment. The county funds include $1.5 million previously earmarked for school capital improvements and funds cut from a paramedic program. The city has yet to determine where it will make cuts to fund its share of the bailout, officials said.

The county also asked the district to publish a semiannual finance report and to install a new computer system.

Gene Tysowsky, a district spokesman, said the funds, coupled with the recent sale of some unused land for $3 million, should ensure a completed school year, barring further state cuts or natural disasters.

■ **The families of 14 students killed in a school-bus crash in Mission, Tex., in 1989 have filed suit charging that the district was remiss in not buying buses with emergency exits and by failing to train students and drivers in emergency evacuation procedures.**

A total of 21 senior and junior high students were killed in the crash on Sept. 21, 1989, when a soft-drink delivery truck smashed into the bus and sent it plunging into a ravine.

It was one of the worst school-bus accidents in U.S. history. *(See Education Week, Sept. 27, 1989.)*

The driver of the truck still awaits trial on 21 counts of involuntary manslaughter.

The parents received millions of dollars in an out-of-court settlement with the Valley Coca-Cola Bottling Company, the driver's employer. *(See Education Week, March 7, 1990.)* ■

DIMENSIONS

Free To Be Me

Unlike their parents at their age, most high-school students today feel more at ease at school than at home, a recent survey by Louis Harris and Associates suggests.

The telephone survey of 500 parents and an equal number of students, conducted for the Jostens School Products Group last summer, found that only 2 of 10 students said they found it "easiest to be yourself" at home; nearly 4 in 10 of their parents said they had felt most at ease at home during their high-school years.

Similarly, 36 percent of today's students reported feeling most at ease during school, compared with 27 percent of the parents. Students also said extracurricular activities were a comfortable environment for them (27 percent), much more so than parents during their high-school days (14 percent).

Where Parents and Students Feel It Is "Easiest to Be Yourself"

	Parents	Students
At home	37	22
At work	5	3
During school	27	36
At school during extra curricular activities	14	27
At church	4	4
Outside school with friends/socializing	5	4
Everywhere/ all of the above	3	1
Other place	1	1
Not sure	5	2

Source: Louis Harris and Associates

The pollsters say the figures represent a "dramatic shift" in attitudes between the generations. They reported that, in responses to other questions, today's students said they felt much greater pressure to "fit in," both at school and elsewhere, which may contribute to the shift in attitudes. Today's students likely face increased pressure to conform to standards of behavior set by peers and a less-relaxed home environment caused by the rise of single-family and dual-income families, the pollsters said.

MILESTONES

■ **Robert G. Porter**, the secretary-treasurer of the American Federation of Teachers, died last week following heart surgery. He was 64.

Mr. Porter, who had held the position since 1963, had planned to retire next year. *(See Education Week, Oct. 9, 1991.)*

During his time at the union, its membership grew from 50,000 to 780,000. In recent years, Mr. Porter worked closely with the professional-employees department of the A.F.L.-C.I.O. in an effort to organize more professionals.

He was a member of the A.F.L.-C.I.O.'s operating committee on political education, a delegate to the union's conventions and to Democratic national conventions, and a member of the A.F.T.'s defense committee, established to protect teachers' academic freedom.

Albert Shanker, the president of the A.F.T., said in a statement that Mr. Porter's death was "not only a loss to the A.F.T., but to the trade-union movement in this country."

Correction

An article in the Nov. 20 issue on a campaign to increase wages for child-care workers incorrectly stated the number of such workers unionized in the Dearborn, Mich., public schools in June. The correct number is 50.

ADVERTISEMENT

The Learning Society: Controlled Panic

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

I lost a good buddy to AIDS last year. He'd been a colleague at the University of California, a distinguished statistician, and a great cook. He was the kind of friend whose good-natured ribbing and pointed challenges bring out the best in you. I also lost a wonderful graduate student to AIDS.

Like many others in education, I've long been concerned about AIDS and AIDS policy in the abstract. And my brother William, a psychologist and AIDS counselor, has heightened my awareness of the suffering this disease has brought to millions of people with AIDS and their families. But the loss of these two friends really brought home to me the epidemic's devastating impact, and the urgent importance of AIDS education. For many Americans, old and young, the stunning news that basketball star Magic Johnson is infected with the AIDS virus has apparently had the same effect.

And so I decided to look into how technology is being used in AIDS education. My first call was to Bill Lord at ABC Interactive. The former executive producer of "ABC World News Tonight" and "Nightline," Lord has combined high-powered television journalism with multimedia technology to bring the facts about AIDS to kids in a way that grabs their attention.

While preparing to visit Lord and his colleagues, I realized how little most of us know about adolescents and HIV, the AIDS virus. How widespread is HIV infection among teens? How safe are our kids?

So I called on Dr. Donna Futterman, medical director of the Adolescent AIDS Program at New York's Montefiore Medical Center. She's an unusual woman. Meeting her, you're struck instantly by an affecting earnestness and by something in her eye that can only be called a twinkle. I asked her what educators need to know about adolescents and AIDS.

"Tell them that the epidemic is real among teenagers," she answered without hesitation. "Young people, ages 13 to 21, represent 1 percent of all the AIDS cases diagnosed in this nation. But that figure underestimates the problem, because the average time from HIV infection to the development of AIDS is 10 years. So we have to look at people in their twenties who have AIDS—many of them were infected as adolescents. And they represent *20 percent* of AIDS cases."

One in five AIDS patients may have been infected during their teenage years! That figure alarmed me—and Dr. Futterman was not comforting. "I've heard AIDS educators say that they want to set off controlled panic," she said. "And looking at the data on teen pregnancy and sexually transmitted disease, you can understand why. Adolescents all over this country are having unprotected sex. And they're doing it in the midst of a deadly epidemic."

"So why aren't our kids taking care of themselves?"

"Let me ask a different question," Dr. Futterman replied. "Where are they supposed to get a clear message about protecting themselves?

"It's incredibly frustrating," she continued. "Condoms have a major impact on lowering the transmission rate of HIV. In other parts of the world, there aren't enough surgeons' gloves, let alone condoms. We're lucky in this country—we have a way to prevent HIV transmission. But for the most part, we can't use our most powerful tools—radio and television and print media—to get that message to teenagers, and to create a culture in which kids who are sexually active think it's cool to use condoms."

Her beeper went off—and Dr. Futterman said she could spare two more minutes. "What else can I tell you?"

"This time I'll turn the question around," I said. "What else do I need to know?"

"We need help from the schools," she said, "so we can reach the kids who need us most. About half of the adolescents in our clinical program come in when their immune systems are already seriously compromised. We could do a lot more for them if we could reach them sooner.

"We need help in reaching the kids at highest risk—males who have sex with other males, whether they think of themselves as gay, bisexual, or straight. We have to talk to them in a way that is realistic and supportive. We have to let gay teenagers know that there is someone in school they can talk to.

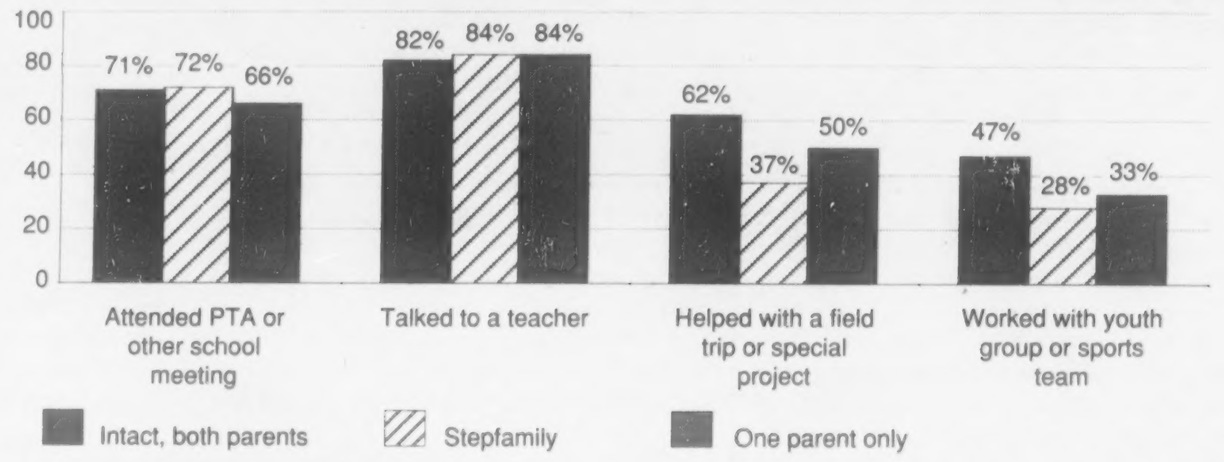
"And we have to do everything we can to empower young women, so they can find the strength it takes to insist on condom use."

As I was leaving, I remarked that our conversation had left me better informed, but a lot more anxious. Dr. Futterman turned off her beeper and gave me one of her twinkly, no-nonsense smiles.

"We need *controlled* panic," she said. "The hopeful message is that we can give a lot of medical help to kids who are already infected with HIV. And if we can give them time, there is hope. But we need help. We need people like you to harness all of your resources and creativity to link kids with the information and protection and treatment they need."

I had a lot to mull over as I made my way to the ABC Interactive office, to see what a state-of-the-art multimedia AIDS education program looks like. I'll report on that visit in my next column.

Percentage of Parents of Children (Ages 6 to 17) Who Have Taken Part in School-Related Activities in the Past Year, by Family Type



Note: "Intact, both parents" refers to biological or adoptive families in which both parents are present
Source: National Commission on Children

Families Are Struggling Against Odds To Maintain Close Bonds, Study Finds

By Deborah L. Cohen

WASHINGTON—While most Americans say they make "extraordinary efforts to maintain strong and close family ties," they believe that the American family in general is in trouble, according to a national study released last week.

The study, conducted by the National Commission on Children and released at a news conference here, found that "most American families are making heroic efforts" to stay close, said Senator John D. Rockefeller 4th of West Virginia, chairman of the panel.

But it also showed that "too little time, too little money, too many absent parents, and overwhelming fears about children's health and safety are tearing at the seams of family life," he said.

The study comprised two national surveys that queried Americans on their perceptions of family life. The first asked 1,400 adults—some with children and others without—how they think families are faring. The second questioned more than 1,700 parents and 900 children ages 10 to 17 about their family lives.

The surveys were conducted as part of an investigation that led to the publication last June of a massive report from the National Commission on Children—a bipartisan 34-member panel formed by the Congress in 1987—urging a wide range of initiatives to ease family stress. Its centerpiece was a proposal for a $1,000-per-child refundable federal tax credit. *(See Education Week, July 31, 1991.)*

Regardless of their age, race, marital status, and whether or not they are parents, "overwhelming percentages" of the survey respondents appeared pessimistic about the plight of families.

For example, 88 percent said it is harder to be a parent today than it used to be, 81 percent said parents do not spend enough time with their children, 76 percent said parents often do not know where their children are, and 87 percent said parents have a hard time making ends meet. More than half said children are worse off today than 10 years ago in terms of their moral and religious training and parental supervision and discipline. One-third said children get less love and care from parents than a decade ago.

In contrast, most of the parents and children surveyed about their own families "did not share this pessimism" and described their relationships as close and satisfying.

About 70 percent of the parents said their families regularly eat dinner together, and 86 percent of the parents of young children said they read to their children weekly. Virtually all reported knowing most of their children's friends, and 88 percent said they believe they know where there children are "all or most of the time."

Involvement With Schools

Many parents polled also reported regular involvement with their children's school. For example, 70 percent said they have attended P.T.A. or other school meetings, 57 percent said they have helped out with class projects and trips, and 83 percent said they had talked with their children's teachers at least once in the last year.

Most children polled named one or both parents as special adults in their lives, and more than half said they air concerns with their parents at least weekly. Two-thirds said they discuss religion or values with their parents at least once a month, and many teenagers said they have discussed dating, sex, and drug use with their parents.

One reason for the discrepancy between families' positive characterizations of their own lives and negative views of families in general, said Kristin Moore, director of research of for Child Trends, Inc., the firm that analyzed the survey data, is that people "respond to what they see in the media" as well as the stresses they see in their own communities.

"Even among those families that are successful, loving, and close . . . everyone agrees that there are widespread stresses on families," said Diane Colsanto, a senior partner with Princeton Survey Research Associates, which conducted the survey.

More than half of the parents polled said they would like to spend more time with their children, and nearly half said there is "no safe place in their neighborhood" for children to gather other than at home.

While parents shared similar fears, much greater numbers of low-income urban and minority parents said they worry that their children will use drugs, drop out of school, get shot, get pregnant or get someone pregnant, or get AIDS.

Nearly 40 percent of the poor urban children surveyed said they worry "a lot" that someone on drugs will hurt them, and large numbers of teenagers across income levels said they have friends invovled in "high-risk" activities.

Intact two-parent families generally offered more positive responses to the survey than did single-parent families. For example, single parents surveyed were more likely to worry about their children's safety or about whether their incomes would cover family needs.

Among children living apart from their fathers, only one-third reported seeing them at least once a week, and nearly one in five had not seen their father for five years.

Single copies of "Speaking of Kids: A National Survey of Children and Parents," are available free of charge from the National Commission on Children, 1111 18th St., N.W., Suite 810, Washington, D.C. 20036.

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AIDS AND SUBSTANCE ABUSE

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EDUCATION WEEK

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Chris Birks

As part of Operation GRAD in Battle Creek, Mich., Travis Britanyak blows insulation into a house he is helping refurbish to earn credit as well as profit.

Quietly, Kellogg Foundation Aims To Transform Mich. Communities

By Jonathan Weisman

ISHPEMING, MICH.—After five years on the job, Ed Sansom had grown tired of new students crying over class changes, teachers complaining about working with as many as 160 children a week, and the national school-improvement movement quietly passing this remote mining town in the Upper Peninsula by.

So the principal of C.L. Phelps Middle School fired off a grant proposal to a foundation in the Lower Peninsula that three years earlier had pledged to support the region for the next 20 years. It was a pledge that residents accustomed to being forgotten by their more cosmopolitan cousins downstate had greeted incredulously.

What he received from the W.K. Kellogg Foundation last year made a believer of Mr. Sansom: $167,000 to revamp his school's scheduling, regroup and overhaul its pedagogy, and expose his entire staff to the wide world beyond his isolated peninsula.

"I didn't realize the magnitude of Kellogg's commitment and what an amazing opportunity they had given myself and my staff to get immersed in a whole movement overnight," Mr. Sansom said. "It is the most incredible contribution to education I have ever seen."

The Kellogg Youth Initiative Program that has earned Mr. Sansom's admiration and gratitude exemplifies a growing trend in philanthropic programming, according to Mary K. Leonard, the director of precollegiate education programs for the

Continued on Page 12

Sizer Outlines Triumphs, Travails Of 'Horace's School' in New Book

By Lynn Olson

Nearly a decade after writing what is widely viewed as one of the most trenchant and scathing analyses of the American high school, Theodore R. Sizer has completed a new book that details what a "better and more powerful" school would look like.

Horace's School: Redesigning the American High School is scheduled for release next month by the Houghton Mifflin Company.

It is based on Mr. Sizer's experiences over the past eight years as chairman of the Coalition of Essential Schools, a group of some 200 schools in 23 states that are working to revamp education based on a set of commonly held principles.

Mr. Sizer, a professor at Brown University, initially outlined those principles in his 1984 critique, *Horace's Compromise*. In that book, readers first met Horace Smith, a fictional English teacher at Franklin High School, who was frustrated by the system's status quo and its red tape, but who felt too overwhelmed to change anything.

Mr. Smith was a composite character based on more than two years of field research in a cross-section of American high schools.

In *Horace's School*, Mr. Sizer describes the further triumphs and travails of Horace and his fictional colleagues—including teachers, students, administrators, and parents—as they struggle to prepare a blueprint for change.

The book provides a more detailed exposition of what coalition principles might look like in practice at both the middle- and

Continued on Page 16

Carnegie Proposes Seven-Point Action Plan To Ensure Children's Readiness for School

By Deborah L. Cohen

WASHINGTON—Maintaining that millions of young children living in stressful environments lack the security, support, and confidence to become successful students, the Carnegie Foundation for the Advancement of Teaching has set forth an ambitious national strategy to ensure that all children enter school well prepared.

In a 184-page report set for release this week, Ernest L. Boyer, the foundation's president, proposes a seven-point plan involving policymakers, schools, health officials, employers, parents, libraries, museums, parks and playgrounds, and community centers. A full chapter is devoted to improving television programming and advertising aimed at young children, educators, and parents.

The report—which charges that "America is losing sight of its children"—comes at a time when policymakers are turning their attention to the first of six national education goals set by the President and the governors. That goal states that by the year 2000, all children will enter school ready to learn.

A panel of prominent early-childhood experts convened by the National Association of State Boards of Education issued a separate report last week broadly defining readiness and outlining steps toward achieving that goal. *(See related story, page 10.)*

Mr. Boyer, a former U.S. education com-

Continued on Page 10

L.A. Decree Would Equalize Resources Among All Schools

By Peter Schmidt

The Los Angeles Unified School District is considering an agreement that would dramatically redistribute resources and experienced teachers within the district to settle a five-year-old lawsuit by black and Hispanic groups.

The district's board of education last month gave preliminary approval to the proposed consent decree, which calls on the board to equalize resources in schools districtwide.

If approved, the decree would affect both where and how district funds were spent. It would give individual schools spending limits, while allowing them broad discretion over the expenditure of the funds they were allocated.

The decree apparently would be the first such legal settlement addressing school-to-

Continued on Page 11

Issue of Sexual Harassment in Schools Moves to Supreme Court

By Mark Walsh

Christine Franklin was a sophomore at North Gwinnett High School in suburban Atlanta in 1986, when, she claims, her economics teacher began making sexually suggestive remarks to her.

The instructor allegedly would bring Ms. Franklin into his office for discussions that began innocently but turned to questions about whether she would consider "doing it" with an older man.

The pattern of harassment, she says in court documents, continued for the next 15 months, with the teacher eventually pressuring her to have sex with him three times during school hours—twice in the fieldhouse and once in the school's stadium press box.

According to Ms. Franklin, school officials moved slowly to address rumors that the teacher was harassing her and other female students. Even after they began an investigation, Ms. Franklin says, the school's band director urged her to drop her complaint to avoid embarrassment.

This week, the U.S. Supreme Court will hear arguments on whether Ms. Franklin, who graduated from North Gwinnett in 1989, should be allowed to sue school officials for money damages for tolerating her alleged sexual harassment.

A federal district judge in Atlanta in 1989 dismissed her lawsuit against the school district and the band director, and the U.S. Court of Appeals for the 11th Circuit last year upheld the judge's ruling.

But earlier this year, the High Court agreed to consider a facet of the dispute, *Franklin* v. *Gwinnett County School District* (Case No. 90-918), that could revive

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Also in the news

8 **Considering Condoms**
Following the example of New York City, other districts across the country are weighing plans to distribute condoms in schools.

Sara Krulwich

Publication Schedule

With this issue, *Education Week* begins a three-week publishing break. The next issue will be dated Jan. 8.

The deadline for display advertising for the Jan. 8 issue is Friday, Dec. 27; the Marketplace deadline is Monday, Dec. 30.

IN SUMMARY

Lining Up for Lunch
The percentage of students eligible for free or reduced-priced meals under the federal school-lunch program has steadily increased over the past two years, new data show. **Page 4.**

Denver Busing Bargain
Hispanic leaders in Denver are trying to broker a settlement to the city's historic school-desegregation lawsuit that could involve drastic cuts in or a total end to busing. **Page 5.**

Undereducated Workers
Many of the nation's manufacturing firms say their efforts to upgrade workplace technology and increase productivity have been stymied by their poorly educated workers, a new study asserts. **Page 5.**

A Divisive Proposal
Mirroring controversies elsewhere, a Maryland proposal to require community service for high-school graduation has split opinion across the state.
Page 18.

Private-Sector Partnership
Florida education officials are hoping to persuade up to three local districts to surrender some or all of their schools to a private management firm.
Page 18.

A Costly Change?
Special educators are objecting to a proposed Education Department rule that they say could force schools to provide a wide range of costly equipment to disabled students. **Page 22.**

Race-Based Ruling
Secretary of Education Lamar Alexander last week declared that most scholarships to institutions of higher education based solely on race are illegal.
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ACROSS THE NATION

NATIONAL

Foundation Will Grant $9 Million To Improve Immunization Rates

The Robert Wood Johnson Foundation is scheduled to announce this week that it will award up to $650,000 each to as many as a dozen communities to help improve their immunization rates for young children.

The foundation, the nation's largest health-care philanthropy, is announcing the $9-million campaign in response to data showing that at least 1.2 million children under the age of 2 have not been vaccinated against any disease. Federal officials believe the problem is particularly acute among poor, inner-city children from minority backgrounds.

As part of the "All Kids Count" campaign, up to 20 communities with populations of at least 200,000 can receive one-year planning grants to establish model programs to link hospitals, schools, public-health agencies, and physicians' offices electronically. From this group, as many as 12 communities will receive four-year implementation grants.

The grant program will require each community to develop a plan for entering the names of all children under age 5 into a centralized computer system as well as a method for updating immunization and demographic data.

■ **The Family Resource Coalition, a nationwide network of people and organizations involved in support programs and services for parents and children, has received a $1.2-million federal grant to set up a national resource center.**

The three-year grant from the U.S. Department of Health and Human Services will allow the Chicago-based group to launch a "National Resource Center on Family Support Programs."

The center is designed to raise public awareness of the availability and value of programs ranging from community resource centers for young families to parenting and adult-education classes. It will also help build support for expanding such programs.

Activities of the center will include: creating a national data base to gather and disseminate information on family-support programs; developing technical assistance and training materials for parents and communities as well as federal, state, and local policymakers; collaborating with other local and national family-related organizations; and forming a network of technical consultants to assist policymakers.

Besides complementing and building on the work of the Family Resource Coalition, the center is "introducing a creative new mechanism to better meet the needs of our constituents in this rapidly growing field of family support," said Judy Langford Carter, the coalition's executive director. ■

STATES

N.Y. Poll Finds Support for Teaching of 'Common Heritage'

New York State's black and Hispanic residents place more importance than do whites on the teaching of a common American heritage to public-school students, according to a poll by the New York State United Teachers.

According to the poll results, released late last month, about 89 percent of blacks, 87 percent of Hispanics, and 70 percent of whites surveyed view teaching a common heritage as "very important."

Moreover, the random survey of 1,000 state residents found that blacks and Hispanics were twice as likely as whites to say it is very important to teach the histories of individual racial and ethnic minorities.

Over all, about 48 percent of those surveyed said it is most important to teach a common heritage, 11 percent put more importance on teaching the histories of different groups, and 40 percent said one is not more important than the other.

More than 88 percent of those surveyed said that at least some material about both the shared and individual histories of Americans should be taught in social-studies classes.

Officials of the state teachers' union, who commissioned the poll because they believed the debate over the state's social-studies curriculum was getting too divisive, said the poll results show "widespread agreement" over what students should learn.

■ **The Kansas City, Mo., school district has been ordered to seek a short-term loan to fund desegregation costs that the state otherwise would have to pay out of its own tight budget.**

The U.S. Court of Appeals for the Eighth Circuit last month ordered the district to pursue short-term financing to cover a shortfall in its budget for capital improvements for desegregation.

The court's decision saves the state, which already has cut $71 million from other areas of this year's budget to build new schools for the city, from having to make more than $50 million in additional cuts from programs in order to fund the city's desegregation efforts.

The state, nonetheless, is obligated to repay the loan taken out by Kansas City or to pay the desegregation costs directly if the district cannot obtain a loan, the court said.

■ **The Arizona School Boards Association has questioned the state board of education's power to adopt guidelines that essentially bar school officials across the state from spanking students.**

In late October, the board passed new guidelines that permit corporal punishment only after "all other" disciplinary measures have failed and only if students are age 16 or older. The law also states that parents must give written permission in order for spanking to be administered.

Barbara Robey, a spokesman for the school-boards group, said the association believes that "what the [state] board did was usurp the authority of the legislature."

She noted that lawmakers in the state House twice during the 1991 session successfully blocked Senate-approved bills banning corporal punishment.

Nancy Blair, a spokesman for the state education department, said that while state-board members are not legally in a position to ban spanking, "they are doing what they can within their power to limit it."

The state attorney general's office has yet to rule on the legality of the board's actions.

But John Hestand, the school-boards association's lawyer, said the association may file a friend-of-the-court brief if school districts decide to challenge the new guidelines in court. ■

A Cat-Crazy Curriculum

What do T.S. Eliot, a Broadway musical, and a Los Angeles elementary-school teacher have in common? A love of cats, of course.

And under Barbara Cser's unique curriculum, 4th and 5th graders at the Fletcher Drive Elementary School have spent the past several weeks learning more about man's favorite mouse catcher.

"I remembered reading *Old Possum's Book of Practical Cats* in college," says Ms. Cser of an Eliot book of cat poems. "I went to the library, reread it, and fell in love with it all over again."

And so began her quest to catalyze her classroom into a kitty corner of learning.

Ms. Cser bought $200 worth of books on cats, covered her classroom walls with cat paraphernalia, and created a completely cat-o-centric curriculum. Her class studied the history of cats, from deification in ancient Egypt to persecution in the Middle Ages;

Leila Cabib

science and mathematics through cat anatomy and measurements; and language arts through their readings of the Eliot poems.

The students were treated to a performance of the musical "Cats," which is based on the Eliot work, and later performed a few of the numbers themselves. Actors from the touring show visited the students and gave them a lesson on theater makeup.

While Ms. Cser had never been a cat fancier before the unit, she is one now. In fact, students were so responsive that she plans on repeating the unit next year.

She admits that she received some ribbing from her peers.

"On the day of our performance of songs from 'Cats,' " she recalls, "our principal sent me a cake with a dog on top, and an inscription that read, 'Barbara, life must have balance.' "

—S.K.G.

Commerce Is Urging Schools To Vie for Broadcast Grants

By Peter West

WASHINGTON—Educators should apply for grants under a program designed to fund the planning and construction of new broadcasting facilities, the head of the telecommunications division of the Commerce Department said last week.

For the first time, the Commerce Department as a matter of policy is encouraging educational entities to tap into the $20 million available under the National Telecommunications and Information Administration's public-telecommunications-facilities program, according to Janice Obuchowski of the N.T.I.A.

"What we're really trying to do is indicate that we're open for business in [the field of] educational telecommunications," Ms. Obuchowski said at a press briefing here last week.

The press briefing also was a forum for officials to signal that they plan to discuss with Education Department officials ways to promote greater cooperation in the burgeoning field of educational telecommunications.

Ms. Obuchowski said she hopes to meet soon with Diane S. Ravitch, the assistant secretary of education for educational research and improvement, to see if incentives can be devised to encourage educational users of all types of telecommunications to cooperate across state and local boundaries.

"It's not clear to me why folks aren't starting to work together to break down some of these artificial barriers," Ms. Obuchowski said.

Two Satellite-Based Plans

Officials said privately that some of the concerns Ms. Obuchowski plans to target have been fueled by the development of two similar proposals to develop a satellite-based "national telecommunications highway" for education.

The two proposals in question are being developed by the Public Broadcasting Service and the EDSAT Institute, a Washington-based nonprofit organization.

The 30-year-old grant program, which was originally administered by the Education Department, was relocated to Commerce in 1978. Since then, it has been used to fund the development of public television and radio stations.

Funding public radio will remain a priority this year, officials indicated.

But the program also has provided assistance to various educational partnerships and organizations, including the Missouri School Boards Association, the Massachusetts Corporation for Educational Telecommunications, and some recipients of federal Star Schools grants.

The EDSAT Institute itself was an unsuccessful applicant last year, officials noted.

Typically, the officials explained, the telecommunications-facilities program receives 270 grant applications and awards between 115 and 125 grants annually.

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DATABANK

Final Education Department Budget for Fiscal 1992

	FY 1991 Comparable	FY 1992 Administration Request	FY 1992 House Bill	FY 1992 Senate Bill	FY 1992 Conference Agreement
			(In thousands)		
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Grants to local educational agencies:					
Basic grants[1]	$5,001,975	$5,001,975	$5,805,000	$5,312,575	$5,525,000
Concentration Grants[1]	555,775	674,775	645,000	589, 175	610,000
Capital expenses for private-school students	36,108	36,108	38,000	42,108	40,054
Even Start	49,771	60,000	100,000	54,500	70,000
State agency programs:					
Migrant	294,596	294,596	322,000	294,596	308,298
Neglected and delinquent	36,108	36,108	36,000	36,108	36,054
State administration	59,140	59,140	64,500	59,140	61,820
State program improvement	14,785	30,000	32,250	18,000	25,125
Evaluation and technical assistance	13,175	17,000	17,000	13,175	15,088
Rural technical-assistance centers	4,463	4,463	5,000	5,000	5,000
Total, Chapter 1	**6,065,896**	**6,214,165**	**7,064,750**	**6,428,377**	**6,696,439**
Migrant education:					
High-school-equivalency program	7,807	8,135	8,500	8,119	8,310
College-assistance migrant program	1,952	2,034	2,500	2,030	2,265
TOTAL	**6,075,655**	**6,224,334**	**7,075,750**	**6,436,526**	**6,707,014**
IMPACT AID					
Maintenance and operations:					
Payments for 'a' children	585,540	588,540	585,540	588,540	588,540
Payments for 'b' children	136,626	—	136,626	136,626	136,626
Payments for federal property (Section 2)	16,590	16,590	16,590	16,590	16,590
Payments for decreases in federal activities Section 3(e)	1,952	—	—	1,952	1,952
Disaster assistance (Section 7)[2]	13,663	—	—	—	—
Construction[1]	26,349	15,000	26,000	28,000	28,000
TOTAL	**780,720**	**620,130**	**764,756**	**771,708**	**771,708**
SCHOOL-IMPROVEMENT PROGRAMS					
Educational improvement partnerships (Chapter 2):					
State block grants	448,914	448,914	450,000	450,000	450,000
Evaluation	976	—	—	—	—
National Programs:					
Inexpensive book dist. (inc. RIF)	9,271	9,271	10,000	10,000	10,000
Arts in education	4,392	4,392	8,600	8,600	8,600
Law-related education	5,855	—	6,000	6,000	6,000
Total, Chapter 2	**469,408**	**462,577**	**474,600**	**474,600**	**474,600**
Civics education	—	—	3,000	3,800	3,800
Drug-free schools and communities:					
State grants	497,709	497,709	497,709	517,617	507,663
School personnel training	23,395	23,395	23,395	24,331	23,863
National programs	60,914	60,914	60,914	63,351	62,133
Emergency grants	24,331	49,500	25,000	30,304	30,304
Strengthening teaching and administration:					
Mathematics and science education	202,011	239,011	240,000	240,000	240,000
Christa McAuliffe fellowships	1,954	2,038	2,000	2,000	2,000
Magnet-schools assistance	109,977	109,977	110,000	110,000	110,000
Education of homeless children and youth	7,313	—	37,000	25,000	25,000
Women's educational equity	1,995	500	2,000	500	500
Training and advisory services (Civil Rights IV-A)	21,329	21,329	22,000	22,000	22,000
Dropout-prevention demonstrations	34,064	29,214	50,000	35,427	40,000
General assistance to the Virgin Islands	4,366	4,366	4,500	4,500	4,500
Ellender fellowships	4,101	—	4,100	4,500	4,300
Follow through	7,265	—	10,000	7,265	8,632
Native Hawaiian Education Act	6,366	—	6,400	6,400	6,400
Foreign Language Assistance	4,880	—	5,000	12,000	10,000
National writing project	1,952	—	—	3,000	2,500
School-year extension study commission	976	—	—	—	—
TOTAL	**1,494,306**	**1,500,528**	**1,577,618**	**1,586,595**	**1,578,196**
AMERICA 2000[3]					
TOTAL	—	**690,000**	**250,000**	**100,000**	**100,000**
INDIAN EDUCATION[4]					
TOTAL	**75,365**	**77,400**	**77,547**	**77,400**	**76,570**
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION					
Bilingual programs	121,039	123,814	171,000	123,814	147,407
Support services	11,632	11,632	12,000	12,000	12,000
Training grants	36,066	36,066	36,000	36,000	36,000
Immigrant education	29,277	29,277	30,000	30,000	30,000
TOTAL	**198,014**	**200,789**	**249,000**	**201,814**	**225,407**
EDUCATION FOR THE HANDICAPPED					
State grants:					
EHA Grants to states, part 'b'	1,854,219	1,976,095	1,976,095	1,976,095	1,976,095
Chapter 1 handicapped grants	148,861	125,661	135,661	148,861	143,000
Preschool grants	292,770	295,920	295,920	320,000	320,000
Grants for infants and families	117,109	128,819	175,000	175,000	175,000
Special-purpose funds:					
Deaf-blindness	12,849	12,849	13,000	13,000	13,000
Severe disabilities	7,869	7,869	8,000	8,000	8,000
Severely emotionally disturbed	1,952	1,952	4,000	4,000	4,000
Early-childhood education	24,202	24,202	25,000	25,000	22,000
Secondary and transitional services	14,639	14,639	17,000	19,000	19,000
Postsecondary programs	8,559	8,559	9,000	9,000	9,000
Innovation and development	20,174	20,174	24,000	21,000	21,000
Media and captioning services	16,424	16,424	17,000	17,000	17,000
Technology applications	5,593	5,593	10,000	10,000	10,300
Special studies	3,904	3,904	4,000	4,000	4,000
Special ed. personnel development	88,289	88,289	88,800	88,800	88,800
Parent training	9,758	9,758	10,200	12,000	12,000
Recruitment and information clearinghouses	1,525	1,525	3,000	2,000	2,000
Regional resource centers	6,620	6,620	7,000	7,000	7,000
TOTAL	**2,616,537**	**2,729,853**	**2,822,676**	**2,860,756**	**2,844,995**
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
State grants:					
Vocational rehabilitation state grants	1,632,625	—	1,735,480	1,788,000	1,788,000
Supported employment state grants	29,150	—	29,150	31,065	31,065
Client assistance	8,310	—	8,310	9,141	9,141
Service and demonstration projects:					
Special demonstration programs	18,368	—	18,368	25,103	31,103
Supported employment projects	10,023	—	10,023	10,423	10,423
Recreational programs	2,617	—	2,617	2,617	2,617
Migratory workers	1,060	—	1,060	1,060	1,060
Projects with industry	19,445	—	19,445	20,390	20,390
Helen Keller National Center	5,367	—	5,367	5,867	5,867
Independent living	48,088	—	48,088	50,779	50,779
Training	33,353	—	33,353	35,688	36,688
National Institute on Disability and Rehabilitation Research	58,924	—	58,924	61,000	61,000
Technology assistance	20,982	27,340	27,340	28,000	28,000
Evaluation	976	—	976	1,025	1,025

	FY 1991 Comparable	FY 1992 Administration Request	FY 1992 House Bill	FY 1992 Senate Bill	FY 1992 Conference Agreement
			(in thousands)		
Consolidated request, new legislation	—	1,976,040	—	—	—
TOTAL	**1,889,288**	**2,003,380**	**1,998,501**	**2,071,158**	**2,077,158**
VOCATIONAL AND ADULT EDUCATION					
Vocational education:					
Basic grants[1]	856,503	890,656	1,077,000	947,500	950,000
Community education employment centers	—	—	—	7,500	—
Supplemental equipment grants[1]	—	—	100,000	10,000	10,000
Community-based organizations	11,711	11,711	12,000	12,000	12,000
Consumer and homemaking education	33,352	—	38,000	33,352	35,000
State councils	8,783	8,783	9,000	9,000	9,000
Tech Prep	63,434	63,434	100,000	65,971	90,000
Tribally controlled post-secondary vocational institutions	2,440	2,440	2,500	2,500	2,500
National programs	24,681	23,680	29,000	29,000	31,000
Bilingual vocational training	2,888	2,888	3,000	3,000	3,000
Adult education:					
State programs	201,035	221,500	250,000	221,500	235,750
National programs	7,807	9,000	9,000	9,000	9,000
Literacy training for homeless adults	9,759	—	—	9,759	9,759
Workplace literacy partnerships	19,251	19,251	20,000	19,251	19,251
English literacy grants	976	976	1,000	1,000	1,000
State literacy resource centers	—	—	—	10,000	5,000
Prison literacy training program	—	—	—	10,000	5,000
Technology education demonstrations	964	—	1,000	—	—
Commercial truck driver training	1,952	—	—	3,000	2,500
TOTAL	**1,245,536**	**1,254,519**	**1,651,500**	**1,403,333**	**1,429,760**
STUDENT FINANCIAL ASSISTANCE					
Pell grants[4]	5,374,282	5,775,121	5,450,000	5,460,000	5,460,000
Presidential achievement scholarships (new legislation)	—	170,000	—	—	—
Supplemental educational opportunity grants[1]	520,155	346,945	570,000	632,000	577,000
Work-study	594,689	396,615	595,000	618,476	615,000
Income-contingent loans	4,880	10,000	5,000	4,880	4,880
Perkins' loans:					
Federal capital contributions	156,144	—	156,000	156,000	156,000
Loan cancellations	—	15,000	13,000	15,000	—
State student incentive grants	63,531	—	64,000	76,000	72,000
TOTAL	**6,713,681**	**6,713,681**	**6,853,000**	**6,962,356**	**6,884,880**
GUARANTEED STUDENT LOANS					
TOTAL	**9,625,911**	**9,048,102**	**9,048,102**	**9,041,669**	**11,276,165**
HIGHER-EDUCATION PROGRAMS[7]					
TOTAL	**762,638**	**784,501**	**821,438**	**834,557**	**827,523**
COLLEGE HOUSING AND ACADEMIC FACILITIES LOANS					
TOTAL	**37,726**	**3,598**	**3,598**	**3,598**	**3,598**
COLLEGE HOUSING AND ACADEMIC FACILITIES PROGRAM					
TOTAL	—	—	—	**8,105**	**8,105**
EDUCATIONAL RESEARCH AND STATISTICS					
Educational research	64,714	74,296	71,000	71,500	71,000
High technology demonstration program	—	—	8,000	—	—
Statistics	44,313	51,974	50,000	44,313	47,313
National Assessment of Educational Progress (NAEP)	19,211	28,086	28,000	20,000	29,900
Fund for Innovation in Education	27,737	27,737	19,000	27,737	24,000
Fund for the Improvement and Reform of Schools and Teaching	8,895	2,807	8,895	9,250	9,250
Eisenhower mathematics and science education national programs[5]	11,711	14,711	14,000	18,000	16,000
Math Science consortium	—	—	—	15,000	12,000
National Diffusion Network	14,151	14,151	14,000	14,700	14,700
Blue ribbon schools	885	885	—	885	—
Javitz gifted and talented students education	9,732	9,732	9,732	9,732	9,732
Star schools[1]	14,417	10,000	—	18,404	18,417
Educational partnerships	4,233	4,233	4,233	4,233	4,233
Territorial teacher training	1,769	1,769	1,769	1,769	1,769
Leadership in educational administration	3,831	370	370	370	370
Mid-career teacher training	987	—	—	—	—
National Council on Educational Goals	1,952	—	—	—	—
Partnerships for innovative teacher education (new legislation)	—	20,000	—	—	—
National Board for Professional Teacher Standards	4,880	—	4,880	4,880	4,880
TOTAL	**233,418**	**260,751**	**233,879**	**280,773**	**283,584**
LIBRARIES					
Public libraries:					
Services	83,898	35,000	83,898	83,898	83,898
Construction	19,218	—	14,218	19,218	16,718
Interlibrary cooperation	19,908	—	19,908	19,908	19,908
Training	651	—	5,000	5,000	5,000
Research and demonstrations	325	—	325	325	325
Research libraries	5,855	—	5,855	5,855	5,855
Library literacy programs	8,163	—	8,163	8,163	8,163
College library technology	3,904	—	3,904	6,404	6,404
Foreign-language materials	976	—	1,476	976	1,476
TOTAL	**142,898**	**35,000**	**142,747**	**149,747**	**147,747**
PAYMENTS TO SPECIAL INSTITUTIONS					
American Printing House for the Blind	6,136	6,130	5,500	6,800	5,900
National Technical Institute for the Deaf	37,212	37,226	38,500	39,439	39,439
Gallaudet University	72,262	70,846	73,172	76,540	76,540
Howard University	195,215	190,932	212,960	199,131	212,360
TOTAL	**307,823**	**305,148**	**330,132**	**321,710**	**334,239**
DEPARTMENTAL MANAGEMENT					
Program Administration	284,595	303,567	301,952	284,008	299,000
Office for Civil Rights	48,405	56,000	56,000	51,691	55,000
Office of the Inspector General	24,837	28,521	26,932	26,530	26,932
Undistributed salary and expense savings	—	—	-10,000	-3,785	-10,660
TOTAL	**357,837**	**388,088**	**374,884**	**358,444**	**370,272**
TOTAL, EDUCATION DEPARTMENT	**27,168,703**	**29,734,083**	**31,169,417**	**30,238,538**	**31,716,341**
EARLY CHILDHOOD PROGRAMS[7]					
Head Start	1,951,800	2,051,800	2,213,800	2,201,800	2,201,800
Comprehensive child-development centers	24,398	24,398	45,000	44,398	44,398
JOB TRAINING PARTNERSHIP ACT[8]					
TOTAL	**4,096,728**	**4,051,731**	**4,130,371**	**4,180,285**	**4,172,038**
INDIAN EDUCATION[6]					
Bureau of Indian Affairs programs, including B.I.A. schools	540,262	418,616	464,363	431,541	411,676
NATIONAL SCIENCE FOUNDATION[9]					
Education and human resources activities	322,350	390,000	435,000	465,000	465,000
ASBESTOS ABATEMENT[3]					
(Environmental Protection Agency)	51,500	—	47,500	57,084	37,000

CAPITAL DIGEST

Congress Drops New Funds For Head Start Program

The Congress late last month gave final approval to a supplemental spending bill after deleting provisions that would have provided an additional $1.2 billion for Head Start and some extra money for children's health programs.

The provisions, which were added on the House floor, would have declared the spending an "emergency," thus exempting it from budget caps.

Most observers viewed the House action as a political statement, and House-Senate conferees had been expected to drop the provisions.

President Bush said he would veto a supplemental bill that included any spending other than disaster relief and money needed to pay lingering costs of the Persian Gulf War. He could also have refused to agree to the emergency declaration, a move that could have forced across-the-board spending cuts in domestic programs.

■ The Department of Health and Human Services has awarded grants worth $7 million to help Head Start programs "effectively deal with the problems of substance abuse, illiteracy, and unemployment."

An underlying principle of the education and support program for disadvantaged preschoolers is that families are in the best position to nurture and educate their children. But factors such as drug abuse, joblessness, and illiteracy "threaten the capacity of families to sustain their own and their children's participation in Head Start," said Jo Anne B. Barnhart, assistant secretary for the Administration for Children and Families, in announcing the grants.

The 28 awards will establish "Head Start Family Service Center Demonstration Projects" to explore solutions and offer case-management services to help Head Start families become self-sufficient.

Grantees include city and community agencies, public schools, a university, and a Native American tribe.

■ In a victory for Pizza Hut and other purveyors of pizza, the Congress adopted a measure last month that would exempt freshly made meat-topped pizzas sold to schools from a second safety inspection.

Under current law, meat-topped pizzas are held to the same safety standards as other meat products.

The new measure, which goes into effect next August, would make meat-topped pizzas eligible for exemptions currently allowed for other types of meat-based food products sold to schools.

Consumer-health advocates had argued that the second inspections were needed to maintain food safety.

■ A proposed land swap involving the site of the Phoenix Indian School has again been endangered as negotiations have broken down over the issue of asbestos removal.

The complicated and protracted negotiations, which involve officials of the Interior Department, the Phoenix municipal government, and the Barron Collier Company, a land-development corporation based in Naples, Fla., have most recently become snagged over the issue of who should pay to remove asbestos from the school buildings.

The land swap, under which the developer would trade 108,000 acres of wetlands in Florida for the 88-acre school site, has been in danger of collapsing several times since it was approved by the Congress in 1988. The law requires the deal to be completed by Dec. 11.

The Senate Nov. 27 approved legislation that would require the Interior Department to remove the asbestos. But the House has not voted on the measure, and the Congress is not scheduled to meet again until January.

Nonetheless, an Interior Department spokesman said negotiations were continuing last week.

■ The Education Department has released a report that is designed to serve as the framework for the reform of the schooling of Native American students.

The 60-page report, called *Indian Nations At Risk: An Educational Strategy for Action*, was drafted by a task force over the course of 18 months. The 14-member panel, which was appointed by former Secretary of Education Lauro F. Cavazos, was co-chaired by former Secretary of Education Terrel H. Bell and William Demmert, a former Alaska commissioner of education.

The final version of the document, released last week in Washington and at a conference in San Francisco, closely resembles a draft obtained by *Education Week* several months ago. *(See Education Week, Sept. 4, 1991.)*

The report uses the national education goals adopted by President Bush and the nation's governors as a foundation for the establishment of 10 goals to guide the improvement of education for Indian children in all federal, tribal, private, and public schools.

■ The Congress has adopted a measure that ends an argument between states and the federal government over the way states can raise money for their Medicaid programs.

Earlier this fall, the Bush Administration proposed a rule that would have dramatically reduced the ability of states to impose special taxes and raise matching funds for Medicaid.

The final bill, adopted last month, imposes certain caps on states. The measure was a compromise between the Administration and the National Governors' Association, which warned that the proposed rule could have crippled Medicaid programs.

Footnotes

1 Part of appropriation subject to delayed release on Sept. 30, 1992.
2 Transferred to Federal Emergency Management Agency account.
3 Conference figure subject to authorization.
4 Includes $100-million contingency.
5 Includes $6 million for clearinghouse.
6 Included in the appropriations bill for the Department of the Interior.
7 Administered by the Department of Health and Human Services.
8 Programs administered by the Department of Labor.
9 Included in appropriations bill for the Department of Housing and Urban Development, and independent agencies.

SOURCE: U.S. Congress